

REGIS COLLEGE AND HIGH SCHOOL

DENVER, COLORADO



CATALOG 1920-1921

ANNOUNCEMENTS 1921-1922

Corporate Title:
REGIS COLLEGE
DENVER, COLO.

(On July 1st, 1921, the corporate name of the institution was changed from the "College of the Sacred Heart" to "Regis College".)

The College is within the City limits, about four miles northwest of the central loop of the Denver Tramway system. The "Rocky Mountain Lake" car,—No. 37,—runs to the College grounds every twenty minutes.

All communications by mail or telegraph should be addressed:

.....
Regis College,
Denver, Colorado.

West 50th Avenue and Lowell Boulevard.

CALENDAR

1921

Sept. 5	Monday	Registration, High School.
Sept. 6	Tuesday	High School Classes begin at 9:00 A. M.
Sept. 12	Monday	Registration, College.
Sept. 13	Tuesday	College Classes begin at 9:00 A. M.
Sept. 16	Friday	Solemn Mass of the Holy Ghost, 9:00 A. M. Assembly, 10:00 A. M.
Sept. 17	Saturday	Reorganization of Sodalties.
Sept. 20	Tuesday	Reorganization of College Societies.
Sept. 27	Tuesday	Conditioned Examinations.
Nov. 1	Saturday	Feast of All Saints.
Nov. 24	Thursday	Thanksgiving Day.
Dec. 8	Thursday	Feast of the Immaculate Conception.
Dec. 19	Monday	Preliminary for the Oratorical Contest.
Dec. 21	Wednesday	Christmas Recess begins.

1922

Jan. 4	Wednesday	Classes resumed, 9:00 A. M.
Jan. 6	Friday	Subjects of prize Essays announced: Evidences of Religion—Monaghan Medal. College English—Sullivan Medal. Science—Campion Medal. High School English — Hibernian Medal.
Jan. 23	Monday	Mid-Year Examinations.
Jan. 31	Tuesday	Assembly.
Feb. 1	Wednesday	Second Semester begins, Registration.
Feb. 22	Wednesday	Washington's Birthday.
Feb. 28	Tuesday	Conditioned Examinations.
Mar. 2	Thursday	First Preliminary Elocution Contest.
Mar. 4	Saturday	Competition for the Monaghan Medal.
Apr. 1	Saturday	Competition for the Sullivan and Hibernian Medals.
Apr. 3	Monday	Competition for the Campion Medal.
Apr. 5	Wednesday	Knights of Columbus Oratorical Contest.
Apr. 10	Monday	Students Annual Retreat begins.
Apr. 13	Thursday	Easter Recess begins, 10:00 A. M.
Apr. 18	Tuesday	Classes resumed, 9:00 A. M.
Apr. 25	Tuesday	Second Preliminary Elocution Contest.
Apr. 29	Saturday	President's Day.
May 7	Sunday	Elocution Contest.
May 25	Thursday	Feast of the Ascension.
May 30	Tuesday	Decoration Day.
June 8	Thursday	Final Examinations begin.
June 12	Monday	Commencement Week.

THE BOARD OF TRUSTEES

REV. ROBERT M. KELLEY, S. J., President.
REV. JOHN M. FLOYD, S. J., Vice President.
REV. WILLIAM J. FITZGERALD, S. J., Secretary.
REV. FRANCIS X. HOEFKENS, S. J., Treasurer.
REV. LEO M. KRENZ, S. J.
REV. JOHN M. FLOYD, S. J., Director of Studies.
REV. FRANCIS X. HOEFKENS, S. J., Treasurer.
REV. SEBASTIAN A. MAYER, S. J., Superintendent of Buildings
and Grounds.
REV. WILLIAM J. FITZGERALD, S. J., Chaplain.
REV. ROBERT S. SHEA, S. J., Librarian.
MR. GERALD A. ELLARD, S. J., Faculty Director "Brown and
Gold."
MR. BART. N. QUINN, S. J., Director of Athletics.
MR. JOSEPH A. RYAN, S. J., Director of Residence Hall.
MR. WARREN F. SHOOK, Secretary to Director of Studies.

OFFICERS OF INSTRUCTION

REV. LEO M. KRENZ, S. J., Professor of Philosophy, Lecturer
on Christian Evidences.
REV. WILLIAM J. FITZGERALD, S. J., Professor of Latin and
English, Director of Loyola Debating Society.
REV. ARMAND W. FORSTALL, S. J., Professor of Physics and
Chemistry.
REV. FRANCIS X. HOEFKENS, S. J., Professor of French.
BART. N. QUINN, S. J., Professor of History.
FRANCIS A. BAUTSCH, S. J., Professor of Biology.
CHARLES M. PALACIO, S. J., Professor of Spanish.
BERNARD C. ZIMMERMAN, S. J., Professor of Mathematics.
GERALD A. ELLARD, S. J., Professor of Greek.
FLOYD C. SHAFER, Physical Education.
FREDERICK J. LEIBOLD, Music.

CLAUDE C. COOPER, M. D., MARTIN D. CURRIGAN, M. D., THOMAS J. DANAHEY, M. D., D. G. MONAGHAN, M. D., JAMES I. LAUGHLIN, Dentist,	} Attending and Consulting Physicians.
--	---

GENERAL INFORMATION

HISTORY

The foundations of Regis College were laid as far back as the pioneer days of 1877 when the Fathers of the Society of Jesus opened the College of the Sacred Heart in Las Vegas, New Mexico. About that time Colorado was beginning to give promise of the amazing development which is so much in evidence to-day. Alive to the big possibilities and to the proportionate need of better educational facilities, the Jesuit Fathers at the invitation of Bishop J. P. Machebeuf of Denver founded a second school for the education of boys at Morrison, Colorado, in 1884. Beautiful as was the location of Morrison College, it soon became evident that Denver was to become the metropolis of the Rocky Mountain region and accordingly the colleges at Las Vegas and Morrison were merged into a third institution during September 1888. This third college was located on a tract of land near the northwestern limits of the city of Denver and for thirty-three years under the name of the College of the Sacred Heart it has been well known as one of the flourishing educational institutions of the West.

The first President of the College of the Sacred Heart was the Reverend Salvator Persone. The College was incorporated on November 27th, 1893. Article I of the Constitution reads, "The name of this Corporation is the 'College of the Sacred Heart, Denver, Colorado.' Its object is to encourage learning, to extend the means of education, and to give permanency and usefulness to the said Institution." On April 19, 1921 the following amendment to the Articles of Incorporation was adopted:

At a meeting of the Board of Trustees of "College of the Sacred Heart, Denver, Colorado," a corporation organized and existing under and by virtue of the laws of the State of Colorado, duly called and held for that purpose,

On motion it was resolved that Article I of the Articles of Incorporation of said "College of the Sacred Heart, Denver, Colorado," be amended so as to change the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "REGIS COLLEGE" so that said Article when so amended shall read as follows:

I. The name of the corporation shall be "REGIS COLLEGE" and its location shall be in the City and County of Denver, State of Colorado.

STATE OF COLORADO
CITY AND COUNTY OF DENVER } ss.

We, the undersigned, Robert M. Kelley, President, and William J. Fitzgerald, Secretary, of College of the Sacred Heart, Denver, Colorado, a corporation organized and existing under and by virtue of the laws of the State of Colorado, and located in the City and County of Denver, State of Colorado, do hereby certify that at a meeting of the Board of Trustees of said corporation specially called for that purpose and held on the 19th day of April, 1921, at 1:30 o'clock P. M., a written resolution changing the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "Regis College" of which and the whole thereof, the above is the true and correct copy, was adopted by the affirmative vote of at least two thirds of all the members thereof. That the total number of votes cast in favor of such amendment was five votes, and that the total number of members of said Board of Trustees is and was five.

IN WITNESS WHEREOF, we, the said President and Secretary of said corporation have hereunto subscribed our names and affixed the corporate seal of College of the Sacred Heart, Denver, Colorado, this 19th day of April, 1921.

ROBERT M. KELLEY, President.

WILLIAM J. FITZGERALD, Secretary.

The College is authorized to confer degrees by Section 1 of an Act of March 28, 1889 (Session Laws of 1889, p. 121), which states that, "Any corporation, now or hereafter existing for educational purposes, under the laws of this State, which shall maintain one or more institutions of learning of the grade of a university or college, shall have authority by its directors or board of trustees or by such person or persons, as may be designated by its constitution or by-laws, to confer such degrees and grant such diplomas and other marks of distinction as are usually conferred and granted by other universities and colleges of like grade."

SCOPE

The College is intended to offer to young men an education in the completest sense, to develop fully and harmoniously all their powers—intellectual, moral and physical. Its Officers and Professors assume that on this harmonious development will depend the character of the students and the measure of their future utility to themselves and to the community; consistently they aim to give that solid training of both mind and heart, which will make for perfect development and fit their students for the just interpretation and use of life.

The institution maintains the following programs of collegiate instruction:

A Collegiate School of Liberal Arts, conferring the degree of A. B.

A Collegiate School of Science, conferring the degree of B. S.

A Collegiate School of Philosophy and Literature, conferring the degree of Ph. B.

Besides these four year courses leading to a baccalaureate degree, the College is prepared to give the collegiate instruction now required to enter upon the professional studies of medicine, law and engineering. In these pre-professional courses, extending over one or two years, the study of philosophy, so important in these days of confused thought and loose morals, is especially stressed, that students entering upon professional studies may have well reasoned convictions on fundamental moral and intellectual truths.

SYSTEM OF EDUCATION

The educational system in use throughout the College is not an experiment, but an organized system, definite in its principles and in its purpose, resting upon a long and wide experience. Substantially it is the same as that employed in the two hundred and twenty-seven colleges and universities conducted by the Society of Jesus in nearly all parts of the world.

Psychological in its methods and based upon the very nature of man's mental process, it secures that stability which is so essential to educational thoroughness, while at the same time it is reasonably elastic, so as to make liberal allowances for the widely varying circumstances of time and place; on the one hand conservative in retaining, as far as possible, all that is

of unquestionable value in the older learning, it is, on the other hand, sanely progressive in as much as it freely adopts and incorporates the best results of more recent experiment and observation. Thoroughly up-to-date, it has not lost its identity and individuality; many of the supposedly new methods of teaching are, as a matter of fact, mere revivals of devices recommended and employed long ago in the Jesuit system.

In the Intellectual Training of its students the College aims at laying a solid foundation in the elements of knowledge and at opening the mind to a generous share in the culture of life. Holding as a fundamental tenet that different studies have distinct educational values, so that the specific training afforded by one cannot be fully supplied by another, the studies are chosen, prescribed and recommended each for its peculiar educational value and for its place in a complete and nicely adjusted system. Accordingly some curricula are prescribed, some schedules, embracing well-chosen and co-ordinated studies, are comparatively rigid; yet never to prohibit such variations as may be suggested by the future career of the individual. In other words, the college advocates a wise, deliberate and prudent election by men whose profession is education, not a reckless labor-shirking choice by improvident youths.

In its moral training, the College directs its efforts towards building the conscience of its students for the right fulfillment of their civil and religious duties. The avowed purpose of its training is to lay a solid foundation in the whole mind and character of the student, amply sufficient for any superstructure of science and arts and letters, fully adequate, too, for the up-building of that moral life, civil and religious, which must ever be rated the highest and truest honor of worthy manhood.

Our own Daniel Webster was but enunciating a truth which through all the Christian centuries had been honored in practice as an axiom among educational principles, when he declared:

"It is a mockery and an insult to common-sense to maintain that a school for the instruction of youth, from which Christian instruction by Christian teachers is sedulously and religiously shut out, is not deistic and infidel in its tendency."

Nor does the College share the delusion of those who seem to imagine that education, understood as the mere enriching

and stimulating of the intellectual faculties, has of itself a morally elevating influence in human life. The truth is: knowledge and intellectual development of themselves have no moral efficacy whatever; science as such, has never made even one true man; the best chemist or engineer, the most eminent astronomer or biologist may be infinitely far from being a good Man.

The educator, therefor, who would not disgrace his name, must develop side by side the moral and the intellectual faculties of the student; he must, as far as in him lies, send forth into the world men of sound judgment, of acute and rounded intellect to be sure—but still more men trained to a deep and abiding sense of duty and responsibility, men measuring fully up to the correctest idea of noble manliness. Now such morality—in fact any morality without religion—is but a myth. Religion alone can purify the heart and guide and strengthen the will. Religion alone can furnish the solid basis upon which high ideals of business integrity and of moral cleanliness will be built up and conserved. Religious truth, then, must be the very atmosphere that the student breathes; Christianity must suffuse with its light, all that he reads, illuminating what is noble and exposing what is base, giving to the true and to the false their relative light and shade; the divine truths and principles of consistent Christianity must needs be the vital force animating the whole organic structure of education.

While non-Catholic students are admitted to the courses, and no effort is made to obtrude Catholic doctrines on them—though discipline requires that they be present with due reverence at all public religious services—the study of religion is prescribed for all Catholic students of every division; consistently, too, these are urged and expected to comply with their religious duties regularly and conscientiously.

Although the physical well-being and training of the students is only of secondary importance in educational systems, in as much as it must be subordinated to mental and moral development and health and vigor, the College authorities have never overlooked its relative place and value.

LOCATION AND EQUIPMENT

Situated in the suburbs of the beautiful and flourishing City of Denver, the College enjoys the advantages while it is free from the smoke and noxious vapors of the city. Commanding an uninterrupted view of more than two hundred miles of the majestic Rocky Mountains to the west, its very location at an altitude of a full mile above sea-level affords the student the exceptional benefits of the world-famed climate of Colorado.

In the Science department the laboratories are fitted out with an exceptionally complete equipment for experimental work. Splendid opportunities are given the student in general organic and mineralogical chemistry. The physics laboratory is generously equipped with instruments of standard make for carrying out experiments in mechanics, heat, light, sound, electricity and magnetism. Besides high power microscopes and the ordinary apparatus for routine work in Botany and Zoology, the Biology laboratory is fully equipped for sectioning and staining, and for microphotography.

Throughout the institution itself sanitary provisions are of the best. Halls, corridors, dormitories and private rooms, all are spacious, well-lighted and well-ventilated.

Furthermore, the Collège provides its students with ample facilities for athletic exercise. Besides indoor track, basketball court and handball alleys in the gymnasium, the College possesses one of the finest parks in the State for baseball, football and field work. The grounds at the disposition of the students are so extensive that three or four games of baseball besides the same number of tennis games may be played at one and the same time.

Finally, all reasonable care is exercised that neither the studies nor the health of students suffer any detriment.

The department of athletics is in charge of a competent and experienced coach. A member of the faculty exercises supervision over this department of school activities.

ATTENDANCE

Students not in their places at the opening of the semester must present written excuses from their parents or guardians for the delay.

Students who are not present at recitations during the twenty-four hours preceding or following the Christmas or sum-

mer recesses will be marked three absences for each recitation missed unless permission has been previously granted by the Dean. If a student is absent from any class exercise without such permission, his registration in that course is canceled. If such absence is not adjusted within two weeks, a grade of F will be recorded for the course.

The maximum number of unexcused absences allowed a student in any course, without deduction of grade in any semester, is the same as the number of class exercises per week in that course. Absences from laboratory courses in excess of one-sixth of the total number for the semester will cancel the registration for the course.

For each additional absence in any subject up to one-tenth of the regular recitation periods for the semester, deductions are made from the final grade of the students as computed from the daily standing and final examination, as follows:

One-half per cent for four- or five-hour studies.

One per cent for two- or three-hour studies.

For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made.

All omitted exercises must be made up within one week after the resumption of college duties, as appointed by the professor whose exercises were omitted, or they will be counted as failures in determining a student's grade.

The responsibility in these cases rests with the student.*

If a student is absent either with or without excuse, from twenty per cent or more of the exercises of a given class, in any semester, he will be required to take an extra examination which will ordinarily cover the work gone over during his absence.

Tardiness in class attendance is regarded as a partial absence, unless the matter is adjusted on request of the student at the close of the hour. Three tardy marks will be recorded as one absence. Teachers are to report to the President all students who are absent one-tenth of the recitations of a course as soon as that number shall have been reached.

*"The right to examination in any subject at the end of a semester will be refused (a) to those who have not been present 85 per cent of the class time, or (b) who have not handed in 85 per cent of written assignments in laboratory or other work."

DISCIPLINE

Since the educational system employed by the College includes as one of its prominent features the development of the moral faculties, special attention is given to the training and formation of character. For this reason a closer supervision is exercised over the students than is usual at the present day in most of the larger colleges—as close in fact as any dutiful parent could reasonably expect; yet the manner of doing this is such as to exclude every harsh feature. The authorities take a paternal interest in each student; the professors live with the students, mingle with them constantly, interest themselves in their sports, encourage and direct them in their studies, and in every way assume the relation rather of friend than taskmaster. This constant, familiar, personal communication on kindly terms between professor and student is a powerful means for the formation and uplifting of character.

Consistently with the avowed purposes of the College, the enforcement of rule and discipline, while mild and considerate, is unflinchingly firm, especially where there is question of the good of the student body or of the reputation of the College. The authorities will not consider any applicant who does not present besides approved credentials as to previous studies, also satisfactory testimonials as to his personal good morals, and a certificate of honorable withdrawal from the college or school last attended. The registration of a student is deemed a recognition and acceptance on his part and on the part of his parents or guardian, of the duty of compliance with all the rules and regulations of the College. The authorities reserve to themselves the right to suspend or dismiss any student whose conduct or influence is unwholesome, or who is not amenable to advice and direction; such student may be removed from the College although no formal charge be made against him.

Besides the professors and authorities of the College, to whom the student may have recourse in the difficulties which may beset him, a priest is set aside, whose one duty is to act as counselor to any and all the students in whatever concerns their welfare, but above all in what concerns their conscience and the formation of character. There are many things which arise in the life of a boy or young man at College in which he needs the advice of one who is experienced, and is at the same time ready to give a father's interest to the student. This need is supplied by the Chaplain.

CO-OPERATION

All the efforts of Professors are doomed to failure unless they are seconded by parents and guardians. The latter are therefore urged to insist upon constant and diligent home study every night in the school year. Boarding students at Regis College are given from four to five hours of obligatory and supervised study each day. Hence it would be unreasonable to expect a boy who lives at home to succeed in mastering the same difficulties, unless earnest home study become his habitual evening occupation.

Students who have been absent and those who are unusually late in leaving home in the morning, should bring with them a statement signed by a parent, in which the exact length of the absence, and the reason for it, or the cause of the tardiness is explained. Failure to comply with this regulation will at times make it necessary to send the boy home for the excuse.

No student will be allowed to answer telephone calls unless the authorities of the College have been informed who wishes to speak to him. Except for truly grave reasons students will not be allowed to make or answer telephone calls during class-periods or study-time.

Visits may be paid to resident students on Sunday, Tuesday and Thursday afternoons. Visits on full class-days, and especially during class hours, are a source of annoyance, and are detrimental to the improvement of the students.

Parents and friends are requested not to break in on the student's time for recitation or study, unless it be strictly necessary.

Visitors who are not known to the College authorities, must come with a letter of introduction from parent or guardian of the student upon whom they are calling.

The College authorities reserve to themselves the discretionary power of supervising correspondence of students. It is taken for granted that this provision meets with the wishes of parents.

THE ACADEMIC YEAR

The college year beginning early in September and ending on Commencement Day in the third full week in June, comprises at least thirty-six weeks. It is divided into two terms or semesters; the first semester begins on the day set for the opening of College in September, the second semester begins on February first.

CLASS DAYS

Classes are taught every day of the week except Sunday. On Tuesday and Thursday afternoons, however, there is a half holiday, unless the preceding or following day happens to be a full holiday.

CLASS HOURS

Classes are taught from 9:00 A. M. to 12:00 M., and from 1:30 P. M. to 3:30 P. M., with suitable short intervals for recesses.

VACATIONS

All Holydays of Obligation are also school holidays.

At Christmas-time a recess of about two weeks is granted, which resident students are allowed to spend in their respective homes.

At Easter-time a short recess is granted beginning on Holy Thursday at 9:00 A. M. and ending on the evening of the following Monday.

N. B.—During this recess only those students whose parents reside in Denver or nearby towns are allowed to go home.

The first and third Sundays of each month may be spent at home by those city students whose Diligence and Deportment are satisfactory.

Other Holidays are noted on the calendar-page of this bulletin.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester, with or without previous notice to the students, at the discretion of the instructor. The result of a semester examination, combined with the student's class work (each to count one-half) will determine his grade for the semester.

A condition [E] due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Dean of the College. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Dean on or before the same day so that arrangements may be made for the examination. For each subject, a fee is charged, payable in advance at the Treasurer's office. Removal of conditions by examination shall not entitle the student to a grade higher than D.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations; (b) exclusion from an examination because of excessive class-room absences; and (c) by absence, due to any cause, on a day appointed for examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Dean or receive a grade of F for the course.

CLASSIFICATION OF STUDENTS

No student will be advanced to a higher class if he has any conditions prior to the year in which he ranks.

Those students are ranked as Sophomores who have at least twenty-four credit hours and have completed the prescribed courses of freshmen year; Juniors, those who have fifty-six credits and have completed the prescribed courses of the sophomore year; Seniors, those who have ninety-two credit hours and have completed the prescribed courses of the junior year.

No student will be considered a candidate for graduation if he has any deficiency at the beginning of the second semester of the Senior year.

REPORTS

Reports of general scholarship, examinations, attendance and conduct are sent to parents or guardians at least once a month, and special reports of individual students will be furnished at any time upon reasonable request. Parents are earnestly requested to sign the monthly reports, and to return them promptly to the Director of Studies, and not to omit inquiring regarding low marks.

QUALITY OF WORK

GRADES

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work.

ABOVE PASSING

A 93—100, Excellent

B 85— 92, Good

C 77— 84, Fair

D 70— 76, Passed

BELOW PASSING

E 60—69, Conditioned

F 0—59, Failed

I—Incomplete*

X—Absent

*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.

These grades are not given out to the students by the professors, but are regularly issued from the office of the Dean of the College.

Any student who desires to remove an Incomplete, must first obtain from the Registrar, a blank form for presentation to the instructor in charge of the course. This blank when signed, must be filed with the Registrar within one week from the time of the semester examination. A fee of \$1.00 is charged for blanks obtained after the specified time.

TRANSCRIPT OF RECORDS

Students wishing transcripts of records in order to transfer from this College to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st and June 15th to July 1st.

STUDENT ADVISERS

Students are assigned to general advisers in the second semester of the Freshman year. The adviser must be retained throughout the student's course, unless special permission is obtained to change. The student's general electives must be selected under the direction of the general adviser, whose signature must appear on the registration card. In the Junior and Senior years the students must first secure the signature of the head of the department in which he is doing his major work, and second, the signature of the general adviser. During the time of registration the advisers keep office hours. The Dean of the College is chairman of the Board of Advisers, and is temporarily general adviser for all Freshmen and all new students admitted with advanced standing.

EXPENSES

GENERAL

FOR A SESSION OF TEN MONTHS

Boarding Students (Board, Tuition, Lodging).....	\$450.00
Half Boarders (Lunch on Full Class Days and Tuition).....	150.00
Day Students (Tuition only)	80.00
Student Activities Fee:	

Boarders	15.00
Day Students	10.00

The Student Activities embrace all affairs not strictly pertaining to class room and study, and are social, educational and athletic. Payment of this fee, obligatory on all, entitles all students to membership in the gymnasium, to attend special lectures, athletic events, Glee Club concerts, public debates, dramatic exhibitions, and to a year's subscription to the "Brown and Gold." It also entitles the boarders to membership in the Library Association and to movie exhibitions.

SPECIALS

PER SESSION OF TEN MONTHS

Private Rooms,	\$30.00 to \$60.00
----------------------	--------------------

Laboratory Fees:

Biology	15.00
Chemistry	15.00
Physics	10.00
Botany	5.00
Physiology	5.00
Breakage deposit (returnable) in Chemistry and Physics	5.00

Music: Piano, Brass, Reed or String Instruments, 32 lessons	50.00
Use of Instruments	20.00

Conditioned Examination on the regular day assigned, for each branch	1.00
--	------

Conditioned Examination on days other than those assigned, each branch	2.00
--	------

Detailed Certificates of Scholarship	1.00
Diploma of Graduation from College	10.00
Diploma of Graduation from High School	5.00

Pocket money, (at option of parents) from 25c to \$1.00 per week.

REMARKS

All bills are payable by the semester (five months) and in advance, namely in the beginning of September and in the beginning of February. If the money is not paid within the first month of each session or semester, six per cent interest will be charged until all is paid.

No student will be promoted from one class to another, nor receive any degree, diploma or statement of credits, until his financial accounts are fully settled.

No deduction on account of late arrival in either term will be made for a period of less than one month.

If a student is withdrawn before the end of either semester, no refund will be made. Should, however, a student leave owing to prolonged illness or be dismissed for any cause, a deduction will be allowed for the remainder of the semester, beginning with the first of the following month.

No expenditure for clothing or for incidental expenses of any student, nor advances for pocket-money, will be made by the college, unless an equivalent sum is deposited with the Treasurer.

Books, stationery and medicine are furnished by the College at current prices; medical attendance at the doctor's charges.

Express and parcel post packages to the students must be prepaid.

The College will not be responsible for any article of clothing or for books left behind by students, when leaving College, much less for the loss of any article while in the keeping of the student.

CLASS HONORS

Diplomas are graded as "rite," "cum laude," "magna cum laude," "summa laude," according to scholarship. "Summa cum laude" rank is fixed at A (93%-100%), "Magna cum laude" at B (85%-92%) and "cum laude" at C (77%-84%). These honors are inscribed on the diplomas of the recipients, and appear in the published list of graduates in the annual catalogue.

The honors awarded at the end of the year are determined by the combined results of class-work and examinations mentioned above, each counting 50 per cent.

First honors are conferred upon those whose combined class marks and examination averages do not fall below 93%; second honors for a final average of not less than 85%.

PRIZES

Inter-Collegiate English Prize. A purse of \$100.00 (\$50.00 for the first prize; \$20.00 for the second; \$15.00 for the third; \$10.00 for the fourth, and \$5.00 for the fifth), is offered yearly by Mr. D. F. Bremner, of Chicago, for excellence in English essay writing. The purse is open to competition among the students of the Jesuit Colleges of the Missouri Province, which are:

St. Louis University	St. Louis, Mo.
St. Xavier College	Cincinnati, O.
Loyola University	Chicago, Ill.
St. Mary's College	St. Marys, Kas.
The Creighton University	Omaha, Neb.
University of Detroit	Detroit, Mich.
Marquette University	Milwaukee, Wis.
St. Ignatius College	Cleveland, O.
St. John's University	Toledo, O.
Campion College.....	Prairie du Chien, Wis.
Rockhurst College	Kansas City, Mo.
Regis College	Denver, Colo.

Inter-Collegiate Latin Prize. For the best Latin essay from competitors of the same colleges, a gold medal is offered each year by Very Rev. Francis X. McMenamy, S. J., Provincial of the Missouri Province of the Society of Jesus.

The Monaghan Medal. For the best paper on Evidences of Religion. Founded by Daniel G. Monaghan, M. D., Denver, Colo.

The Sullivan Medal. For the best English essay. Founded by the late Mr. Dennis Sullivan, Denver, Colo.

The Campion Medal. For the best scientific essay. Founded by the late Mr. John F. Campion, Denver, Colo.

The Nichols Medal. For excellence in Elocution. Founded by the late J. Hervey Nichols, Denver, Colo.

The Connor Medal. For excellence in Elocution. Founded by Mrs. M. J. Lamb, Chicago, Ill.

The Oratorical Medal. For Oratorical composition and delivery. Donated by The Knights of Columbus, Council 539, Denver, Colo.

The Hibernian Medal. For the best Essay on Irish History. Donated by the Ancient Order of Hibernians, Denver, Colo.

The Alumni Medal. For the highest general average in the combined branches of fourth-year High School. Donated by the Alumni Association.

Besides the last named, gold medals are offered the leaders in each division of the High School classes. In order, however, to qualify for these, a student must follow the regular Classical Course, and must maintain a general average of not less than ("A") or 93%.

ADMISSION

REGISTRATION

New students must make application for admission to the Dean. A student will not be registered without official entrance records. Students entering from other colleges should first see the Chairman of the Committee on Advanced Standing.

Former students in good standing, after having paid their fees, will proceed to the Dean to arrange their schedule for the semester.

TESTIMONIALS AND CREDENTIALS

All applicants for admission to the College must present satisfactory testimonials of good moral character. A student entering from another college or institution of collegiate rank, must furnish from such institution a certificate of honorable dismissal before his credentials for scholarship will be examined by the Entrance Board.

ENTRANCE REQUIREMENTS

Candidates for admission to Freshman year must present entrance credits amounting to fifteen units representing four years of high school work. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Double periods are required for laboratory courses.

Not less than a full unit will be accepted in the first year of any language. Half-units will be accepted, but only when presented in addition to integral units in the same subject, or in half-year subjects which constitute a complete course in themselves, e. g. Solid Geometry. Any two of the biological sciences (Physiology, Botany, Zoology) may be combined into a continuous year's course equal to one unit.

I. PRESCRIBED ENTRANCE REQUIREMENTS

(A) FOR THE A. B. DEGREE

English	3 units	History	1 unit
Mathematics	2 units	Science	1 unit
*Latin	4 units		

*Students presenting full fifteen units without the prescribed four units in Latin or without the prescribed two units in foreign language will be given an opportunity to make up these requirements during the first two years at college.

(B) FOR THE B. S. DEGREE

English	3 units	History	1 unit
†Mathematics	2.5 units	Science	1 unit
*Foreign Language.....	2 units		

(C) FOR THE PH. B. DEGREE

English	3 units	History	1 unit
Mathematics	2 units	Science	1 unit
Foreign Language.....	2 units		

II. ELECTIVES

The remaining four or five and one-half units may be selected from any subjects counted towards graduation in any accredited or recognized high school, with the following restrictions:

(a) No subject may be presented for less than a half unit of credit, as explained above.

(b) Not more than one unit will be accepted in any vocational subject counted toward graduation in an accredited or recognized high school.

(c) Vocal music and physical training will not be recognized for credit.

CONDITIONS

A condition of not more than one unit may be allowed to a candidate ranking above the lowest quarter of his high school class; but no condition is allowed in the prescribed English, Algebra or Geometry.

(a) This remaining unit may represent work not offered at entrance, and is in that case a real deficiency. Such students are considered as deficient students and must remove this deficiency during their first year of residence.

(b) Students offering the required number of units may fall slightly below the passing grade in one unit of work. Such students are considered as conditioned and must stand an examination for the removal of this condition during the Freshman year.

The work of the first year must be so arranged and so limited in amount that all conditions shall be removed and all deficiencies made good promptly. Deficient and conditioned students must, therefore, submit their course of study for approval to the Dean of the College.

*Students presenting full fifteen units without the prescribed four units in Latin or without the prescribed two units in foreign language will be given an opportunity to make up these requirements during the first two years at college.

†Candidates for the B. S. degree who present fifteen units, but only two units in Mathematics, may be admitted with the obligation of supplying the other half unit during Freshman year.

METHODS OF ADMISSION

ADMISSION BY CERTIFICATE

Admission without examination on certificate is granted to students from approved secondary schools as follows:

1. Regis High School.
2. Secondary schools accredited by any recognized standardizing agency.
3. Secondary schools accredited by the University of Colorado.
4. High schools of the first grade in other states, which are so rated by the State Superintendent of Public Instruction.
5. Private schools and academies, not on any list, but approved, after investigation, by a vote of the Faculty of Regis College.

Credentials which are accepted for admission become the property of the College and are kept permanently on file. All credentials should be filed with the Registrar. They should be mailed at least one month before the beginning of the semester, in order to secure prompt attention. Compliance with this request will save applicants much inconvenience.

Blank forms of entrance certificates, which are to be used in every case, may be had on application to the Registrar. Certificates must be made out and signed by the Principal or other recognized officer of the school and mailed by him directly to the Registrar.

No certificate will be accepted unless the holder has spent the last year of his high school course in the school issuing the certificate. A catalogue of the school, if published, describing the course of study in detail, should accompany the certificate.

It is expected that the principal will recommend not all graduates, but only those whose ability, application and scholarship are so clearly marked that the school is willing to stand sponsor for their success at college.

The certificates should fully cover the entrance requirements of the College. Admission on school certificates is in all cases provisional. If, after admission to the College, a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be canceled.

ADMISSION BY EXAMINATION

Applicants who are not entitled to enter on certificate must take the entrance examinations in the entire number of required units listed on pages 18 and 19. These examinations are held during the last week in June and the first week in September. The applicant may divide the examinations into two parts, taking as many as possible in June and the remainder in September. An examination in which the applicant has failed in June may be taken again in September.

ADMISSION TO ADVANCED STANDING

College credit for work done in a secondary school in excess of the requirements for admission can be given only on examination provided through the Dean's office, and on the basis of four semester hours of credit for one unit of high school work.

Candidates for admission from other institutions of college rank, which offer the same or equal courses of study as those at Regis College, will be granted the same standing as at the former institutions upon presenting in advance of registration:

1. A certificate of honorable dismissal.
2. An official transcript of college credits, with specifications of courses and year when taken, hours and grades.
3. An official certified statement of entrance credits and conditions, showing the length of each course in weeks, the number of recitations and laboratory exercises each week, the length of recitation and the mark secured.
4. A marked copy of the catalogue of the college previously attended, indicating the courses for which credit is desired.

No student will be admitted to the College as a candidate for a degree after the beginning of the first semester of the Senior year.

SPECIAL STUDENTS

Mature and earnest students who are either lacking in the required entrance units or who wish to pursue particular studies without reference to graduation, may be admitted with the permission of the Dean, to such courses of their own choice as they seem qualified to undertake.

The work thus done by special students cannot be counted later on toward a degree at Regis College unless all entrance requirements have been satisfied.

SCOPE OF PREPARATORY WORK

The following descriptive outline indicates the amount of preparation expected in each of the subjects named.

LATIN

a. **Grammar and Composition.** The examination in grammar and composition will require a thorough knowledge of the entire Latin grammar together with such facility in writing Latin prose as is required by one who satisfactorily completes the course of exercises prescribed by The Regis High School. This course is based on Bennett's New Latin Composition.

b. **Reading.** Caesar's Gallic War, four books; Nepos' Lives (6) may be taken in place of two books of Caesar; Cicero's orations against Catiline and for Archias and the Manilian Law. Cicero's De Senectute and Sallust's Catiline or Jugurthine War may be taken as substitutes for three of the above orations.

Three units.

GREEK

a. **Grammar and Composition.** The examination in grammar will require a thorough knowledge of etymology, of the syntax of cases, the rules of concord and prepositions. Composition will be based on Xenophon and will test the candidate's ability to translate into Greek simple sentences with special reference to the use of the forms, particularly of the irregular verb, and the common rules of syntax.

b. **Reading.** Xenophon's Anabasis, two books, or their equivalent.

Two units.

ENGLISH*

a. Rhetoric and Composition

The applicant should be familiar with the principles of Rhetoric as set forth in Brooks', Scott-Denney or an equivalent. The composition will test the candidate's ability to write clear, idiomatic English. The subject will be taken from his experience and observation, or from the books he presents for examination. The spelling and punctuation must be correct, the sentences well constructed. The writer must show discrimination in the choice of words and ability to construct well ordered paragraphs.

b. Literature

a. **For Reading.** Cooper, The Spy, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales; Scott, The Talisman; Longfellow, Tales of a Wayside Inn; De Quincey, Flight of a Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar; Pope, Essay on Criticism; Tennyson, Idylls of the King.

*The Uniform College Entrance Requirements in English for 1917 will be accepted as will any fair equivalent work in this department.

b. **For Study.** Dickens, Christmas Stories; Irving, Sketch Book; Hawthorne, Twice-Told Tales; Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration; Dickens, David Copperfield; Lowell, Vision of Sir Launfal and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson; Garraghan, Prose Types in Newman; Newman, Dream of Gerontius; Shakespeare, Merchant of Venice.

A knowledge of the subject matter and form of each work with an explanation of the principal allusions will be required, together with the literary qualities, so far as they illustrate rhetorical principles, a biographical outline of the authors and an account of their works. Three units.

FRENCH*

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. One unit.

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the text read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. One unit.

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of matter read, the study of a grammar of moderate completeness, and the writing from dictation.

GERMAN†

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lessons and in reproducing from memory sentences previously read. One unit.

*The admission requirements in French are those recommended by the Modern Language Association of America.

†The Admission requirements in German are those recommended by the Modern Language Association of America.

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. One unit.

3. Advanced work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of language. One unit

HISTORY

The candidate will be expected to show on examination such general knowledge of each field as may be acquired by the study of an accurate text-book of not less than three hundred pages. The examination will call for comparison of historical characters, periods and events, and, in general, for the exercise of judgment as well as of memory.

1. **Ancient History.** Comprising Oriental and Greek History to the death of Alexander, and Roman History to 800 A. D., with due reference to Greek and Roman life, literature and art. One unit.

2. **Mediaeval and Modern History.** From the death of Charlemagne to the present time. One unit.

3. **English History.** With due reference to social and political development. One-half or one unit.

4. **American History.** With special stress upon the national period, and Civic Government. One unit.

MATHEMATICS

Elementary Algebra and Plane Geometry are required for admission to all courses; the other subjects are optional, unless otherwise indicated above.

1. **Elementary Algebra.** Algebra through Quadratics. The points to be emphasized are: rapidity and accuracy in performing the four fundamental operations, factoring and its use in finding the greatest common factor and the lowest common multiple, radicals, the solution of linear equations containing one or more unknowns, the solution of quadratic equations, and the statement and solution of problems. One unit.

2. **Plane Geometry.** The unusual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subject of loci. It is desirable that a short course in practical Geometry should precede the study of formal Geometry. One unit.

3. Solid Geometry. The usual theorems and constructions of good text-books. Attention should be paid to the solution of original exercises and numerical problems and to the subjects of loci. One-half unit.

4. Intermediate Algebra. Theory of quadratic equations, remainder theorems, radicals with equations involving them, imaginary and complex numbers, ratio and proportion, variation, arithmetic and geometric progressions and graphs. One half unit.

5. Trigonometry. Plane Trigonometry as presented in the best modern text-books. Especial attention should be paid to accuracy, neatness, and the proper arrangement of the work. One-half unit.

NATURAL SCIENCES

Physics. One year's daily work in Physics, of which one-third should be laboratory work. The student should possess a thorough knowledge of the elementary principles of mechanics, heat, light, sound, electricity and magnetism, as presented in such text-books as Millikan and Gale or Carhart and Chute. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. One unit.

Chemistry. One year's daily work in Chemistry, of which one-third should be laboratory work. The student should possess a thorough knowledge of the general laws and theories of chemistry and should be familiar with the occurrence, preparation and properties of the common elements and their compounds as presented in such text-books as McPherson and Henderson, Storer and Lindsey or Remsen. Note-books on the work done in the laboratory, certified by the instructor, must be presented at the time of entrance. One unit.

Zoology. One year's daily work in Zoology as presented in the text-books of Linville and Kelly, Jordan or Kellogg, with work in the laboratory and the field. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. One unit.

Botany. One year's daily work in Botany as presented in Bergen, Atkinson or Coulter. A note-book, certified by the instructor, describing the work done in the laboratory and the field, must be presented at the time of entrance. One unit.

General Biology. A combined course in Botany and Zoology, extending throughout the year, as presented in Hunter's Essentials of Biology or an equivalent text. A note-book on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. One unit.

Physical Geography. One year's daily work in Physical Geography as treated in the text-books of Tarr, Davis or Dryer, with training in the laboratory and the field. Note-books on the work in the laboratory and the field, certified by the instructor, must be presented at the time of entrance. One unit.

DEGREES

BACHELORS' DEGREES

The following degrees are conferred:

- A. B., Bachelor of Arts;
- B. S., Bachelor of Science;
- Ph. B., Bachelor of Philosophy.

The A. B. degree is conferred if the candidate's curriculum has included two years of college Latin.

The B. S. degree is conferred on one who has concentrated his studies, particularly during the last two years of college, on Science or Mathematics.

The Ph. B. degree is conferred on candidates whose chief work has been in one or two of the following departments: Philosophy, History, English Literature, Economics, Political Science, Education, Sociology.

REQUIREMENTS FOR THE BACCALAUREATE DEGREES

The conditions for the Baccalaureate degrees are the following:

1. The satisfactory completion of the four years' course leading to the degree for which the student is a candidate.
2. A written thesis approved by the Dean of the College and presented on or before April 15th of the year in which the degree is expected to be conferred.
3. All work in order to be accepted in fulfillment of any requirement for the degree must be completed with grade D (70—76) or over, and three-quarters of the work must be of grade C (77—84) or above.
4. A fee of ten dollars payable in advance.

REQUIREMENTS for GRADUATION

AMOUNT OF WORK

In order to receive a degree, a student is required to complete 128 semester hours of work, three-fourths (ninety-six hours) of which must be of C grade or better.

The requirements for graduation include:

1. A certain amount of prescribed work, especially in the freshman and sophomore years;
2. A major and two minors, to be taken chiefly during the junior and senior years; and
3. Free electives, which afford opportunity either for broader culture or for greater specialization as the student may choose.

4. At least the Senior year in residence at Regis College.

The semester hour is the unit or standard for computing the amount of a student's work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Two hours of laboratory work are equivalent to one recitation hour. Two hours of preparation on the part of the student are required for each hour of lecture or recitation.

Regular work for Freshmen is sixteen hours per week. For all others it may be from fifteen to eighteen hours. No candidates for a degree will be allowed to register for fewer than twelve hours of work.

No Freshman may register for more than sixteen hours without special permission of the faculty, and such registration is not allowed to any student in his first semester of residence.

In case of students of longer attendance, advisers may grant permission to take studies up to eighteen hours a week after the standing of the student in each study of the semester is examined and found to be B (85) or over.

Students who drop a study without permission will be marked F on the Registrar's books. If a student is permitted at his own request to drop a course after attending the class for five weeks or more, he will be given a grade of F, which will become a part of the permanent records just as if he had failed at the end of the course.

No credit will be granted any student for more than forty hours in any department, including credits earned in the freshman year, except:

1. When a student is writing a thesis, he may count in addition to the forty hours, the hours of the course in which he does his thesis work.

2. In the department of English, a student may take forty hours in addition to Rhetoric 1—2.

CHARACTER OF WORK

I. SUBJECT REQUIREMENTS

(a) PRESCRIBED SUBJECTS FOR THE A. B. DEGREE.*

	Credit Hrs.		Credit Hrs.
English	12	Mathematics	6
Latin	16	History	6
Modern Language	16	Philosophy	16
Science	8	Evidences of Religion.....	8

(b) PRESCRIBED SUBJECTS FOR THE B. S. AND PH. B. DEGREES

English	12	Mathematics	6
Modern Language	16	History	6
Science	16	Philosophy	16
		Evidences of Religion.....	8

OUTLINE OF COURSES

BACHELOR OF ARTS

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Latin 1, 9.....	4	Latin, 2, 10	4
English, 3	3	English, 4	3
Science	4	Science	4
Greek, or Mathematics, 1 or 3	3	Greek, or Mathematics, 2 or 4.....	3
Evidences of Religion.....	1	Evidences of Religion	1
Public Speaking	1	Public Speaking	1
	<hr/> 16		<hr/> 16

SOPHOMORE

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Latin, 3, 11.....	4	Latin, 4, 12	4
History, 1, or Greek.....	3	History, 2, or Greek.....	3
Modern Language	4	Modern Language	4
English, 5.....	3	English, 6	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Public Speaking.....	1	Public Speaking	1
	<hr/> 16		<hr/> 16

*Students taking Greek may omit Mathematics in Freshman and postpone History of Sophomore to the Junior year.

The prescribed course in Evidences of Religion will be required of all Catholic students.

JUNIOR

Logic, 1	3	Modern Language.....	3
Psychology, 3.....	3	Psychology, 4.....	3
Modern Language	4	Evidences of Religion.....	1
Evidences of Religion.....	1	Major and Minor Electives...	
Major and Minor Electives...			

SENIOR

Metaphysics, 6.....	3	Ethics, 7.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Major and Minor Electives...		Major and Minor Electives...	

BACHELOR OF SCIENCE

FRESHMAN

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English, 3.....	3	English, 4.....	3
Mathematics, 1 or 3.....	3	Mathematics, 2 or 4.....	3
Modern Language.....	4	Modern Language.....	4
Science	4	Science	4
Evidences of Religion.....	1	Evidences of Religion.....	1
Public Speaking.....	1	Public Speaking.....	1
	<hr/> 16		<hr/> 16

SOPHOMORE

Modern Language.....	4	Modern Language.....	4
Science	4	Science	4
History, 1.....	3	History, 2.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Public Speaking.....	1	Public Speaking.....	1
Elective		Elective	3
	<hr/> 16		<hr/> 16

JUNIOR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Logic, 1.....	4	Psychology, 4.....	3
Psychology, 3.....	3	English, 6.....	3
English, 5.....	3	Evidences of Religion.....	1
Evidences of Religion.....	1	Major and Minor Electives...	
Major and Minor Electives...			

SENIOR

Metaphysics, 6.....	3	Ethics, 7.....	3
Evidences of Religion.....	1	Evidences of Religion.....	1
Major and Minor Electives...		Major and Minor Electives...	

Candidates for graduation must attend any course of lectures, or any other exercises that have been or may be authorized and equipped by the faculty, even though such courses receive no value in credits.

ELECTIVES

Courses not taken (a) as prescribed courses and (b) not included in the student's major and minor sequences may be chosen as free electives to complete the 128 credits required for graduation.

In the choice of electives, each student must be guided by his prospective future work. He must ascertain, moreover, that such courses are open to his class; that he has fulfilled the prerequisites, and that there will be no conflict in the schedule of recitations or laboratory periods.

First year courses in a foreign language will not be accepted for credit towards a degree unless followed by a second year course in the same language.

Elections for the second term must be filed by members of the upper classes with the Dean on or before January 15th, and for the first term on or before May 15th.

REFERENCE STUDY AND RESEARCH

1. Students taking courses in Philosophy shall prepare and submit each month a paper of 2,000 words dealing with the development of some specific topic of the subject matter treated in class.

2. Students taking courses in History and Social Sciences will be required to hand in two papers each semester. These papers are to contain not less than 1,800 words; and at least one of the four papers thus submitted during the year should give unmistakable signs of original research, preferably in some local Catholic subject.

3. All such and other prescribed written assignments will be held to strictly as pre-requirements for graduation, for the fulfillment of which no student will be allowed any extension of time beyond the 15th of April of his Senior Year.

All applicants for a degree should file their application and present all their credits on or before the 15th of April.

CURRICULUM PREPARATORY TO MEDICINE

Since the leaders in medical education advise a four year college education for students preparing to study medicine such students are urged to take one of the regular degree courses outlined above. All standard medical schools now require as a minimum, two years of college work in addition to a four-year course in an approved high school. In the premedical curriculum the following subjects are required:

Chemistry, General Inorganic.....	8 semester hours
Chemistry, Advanced.....	4 semester hours
Biology	8 semester hours
Physics	8 semester hours
English Composition and Literature.....	6 semester hours

The schedule of subjects followed by premedical students at Regis College of Liberal Arts and Sciences is as follows:

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Chemistry, 1.....	4	Chemistry, 2.....	4
Philosophy, 21.....	4	Philosophy, 22.....	4
English, 1.....	3	English, 2.....	3
Mathematics or Modern Language	4	Mathematics or Modern Language	4
Evidences of Religion.....	1	Evidences of Religion.....	1

SOPHOMORE YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Chemistry, 3 or 4.....	4	Chemistry, 7.....	4
Biology, 1.....	4	Biology, 2.....	4
Physics, 1.....	4	Physics, 2.....	4
Foreign Language.....	4	Foreign Language.....	4
Evidences of Religion.....	1	Evidences of Religion.....	1

DEPARTMENTS AND COURSES

1. As a rule, odd numbers indicate first semester courses; even numbers second semester courses.

2. In all (a) beginning and (b) year courses, both semesters must be completed for credit toward a degree.

3. The Faculty reserves the right to refuse to offer a course listed below for which there is not a sufficient number of applicants.

BIOLOGY

1. **Introductory Zoology.** An introduction to the elements of general morphology and physiology. Studies are made of a graded series of invertebrate types illustrating the increase of complexity of form as correlated with division of function. More detailed examination is made of those groups which include many parasitic forms. Two lectures, one quiz hour, and four laboratory hours per week. First semester. Four hours credit

2. **Comparative Anatomy of the Vertebrates.** An intensive study of type forms. The value of the structure studied as basal elements of vertebrate anatomy and the principles of homology in the various groups are elaborated in the lectures. Two lectures, one quiz, and four laboratory hours per week. Second semester. Four hours credit.

3. **Embryology (General).** Maturation, fertilization, cleavage in various typical forms. Gastrulation and embryo formation in the Chordates, Acrania, Pisces, Amphibia, and Aves are studies and compared with some care. Two lectures, one quiz, and four laboratory hours per week. First semester. Prerequisite, Zoology 1 and 2 or equivalent. Four hours credit.

4. **Embryology (Organogeny.)** A continuation of Course 3. A study of the development of systems based on laboratory work on the chick and pig. Two lectures, one quiz, four laboratory hours per week. Second semester. Prerequisite, Courses 1, 2, 3. or their equivalent. Four hours credit.

CHEMISTRY

1-2. **General and Inorganic Chemistry.** A course of experimental lectures and problems combined with laboratory work. The laboratory work of the second semester includes a brief course in qualitative analysis. 1a, 2a. Lectures 2 hours a week. Both semesters. 1b, 2b. Laboratory 4 hours a week. Both semesters. Eight hours credit.

3. **Qualitative Analysis.** Six hours a week. One semester. Prerequisite: Course 1-2. Three hours credit.

4. **Quantitative Analysis.** Lectures and laboratory work. 8 hours a week. One semester. Prerequisite: Courses 1-2 and 3. Four hours credit.

5-6. A Combined Course in Inorganic Chemistry and Analytic Chemistry. Covers compendiously and necessarily with less thoroughness the essential matter of Courses 1-2, 3 and 4. For those who are not taking Chemistry as their major.

5a-6a. Lectures 2 hours a week. Both semesters.

5b-6b. Laboratory 4 hours a week. Both semesters. The second semester of laboratory is devoted to analytical work, qualitative and quantitative. Eight hours credit.

7. Organic Chemistry. Prerequisite, Courses 1-2 and 3 or 4.

7a. Lectures 2 hours a week. One semester.

7b. Laboratory 4 hours a week. One semester.

Four hours credit.

9-10. Physical Chemistry. 9a-10a. Lectures 2 hours a week dealing with the general principles of the subject, with the properties of matter and its phase and energy relations. Two semesters.

9b-10b. Laboratory 4 hours a week. Measurement of densities of gases and liquids, of boiling points and freezing points; practice with spectrometer, polarimeter, refractometer and various physico-chemical apparatus. Prerequisite: Physics, Courses 1, and Chemistry, Course 1. Two semesters. Eight hours credit.

ECONOMICS

1. Principles of Economics. The economic principles involved in the production, exchange, distribution and consumption of wealth. Study of textbook supplemented by lectures, discussions and assigned readings. Three hours credit.

2. Economic History of the United States. The development of agriculture, commerce and manufacturing industry from Colonial times to the present day. Study of textbook with assigned readings on special topics. Three hours credit.

3. Money and Banking. The study of the nature and functions of money; monetary systems and standards; the principles of commercial banking. Three (or two) hours a week.

Three (or two) hours credit.

4. The Distribution of Wealth. A more advanced treatment of the problems arising out of the distribution of wealth. Theories concerning rent, profits, interest and wages. Discussion of proposed remedies for inequality of distribution: Single tax, government ownership, profit-sharing, co-operative enterprise, etc. Three hours credit.

5. Law and Public Welfare. A study of legislative measures dealing with the protection of life and health in industry; employment of women and children, regulations of hours of labor, minimum wages, the relief and prevention of poverty.

Two hours credit.

6. Industrial Organizations. A study of the development of modern industry along the lines of large-scale production and corporate organization. Prerequisite: Economics 1.

Two hours credit.

ENGLISH

1. **Rhetoric and Composition.** A course in the essentials of Rhetoric and in the various modes of composition. Required of Freshmen who are deficient in the theory or practice of correct English. Three hours credit.

2. **Advanced Rhetoric.** A systematic course based on textbooks, in the theory of rhetoric, the study of style, and the requisites of the various species of writing. Required of Freshmen, as in Course 1. Three hours credit.

3. **Poetry.** Theories of English prosody: Saintsbury, Patmore, Lanier, Bridges, Hopkins. The part played by Latin Christian hymns in determining the metrical principle of modern languages. Italian influences in Elizabethan and Caroline verse. French influences in Restoration verse. The influence of Mallory and of the ballads on late poetry. The Romantic revival: Wordsworth and Coleridge. The Pre-Raphaelites. The Catholic revival: Patmore, Francis Thompson and others; contemporary Catholic poets. The poetry of the twentieth century. Free verse. Three hours credit.

4. **The Short Story.** The theory and technique of the short story; its development and various kinds. Reading and appreciation of short stories, and composition in the form. Three hours credit.

5. **The English Novel.** The principal purpose of this course is to study the technique of the novel and the various schools of fiction and their tendencies, with special attention to their ethical and literary value. The historical development will be briefly surveyed.

6. **Oratory.** The theory of oratory; analysis and study of oratorical masterpieces; historical study of the great orators. The preparation of briefs, the composition and delivery of short addresses, speeches for occasion, debates, and at least one formal oration, will be required. Three hours credit.

7. **The Technique of the Drama.** The theory of the drama will be studied by means of lectures and assignments in its history and development; examples of the different forms will be analyzed; composition in dialogue, dramatic sketches, playlets, scenarios, and at least one complete drama will be required. Three hours credit.

8. **Shakespeare.** Shakespeare's life, influence, sources of his drama; an acquaintance by reading and assignments with the Shakespearean literature of criticism; a study of the chief plays, especially in comparison with those of other dramatists. Three hours credit.

9. The Modern Drama. The course will be confined to English and American drama, though some of the continental influences will be noted and analyzed. The more noteworthy plays of the chief dramatists from Goldsmith and Sheridan to the present will be read. Three hours credit.

10. Aesthetics and Literary Criticism. The philosophical basis of aesthetics, the elements of taste; the theory of criticism; a survey of critical standards; a study of the schools of criticism and of the work of the chief literary critics. Critical papers of assigned subjects will be required. Three hours credit.

11. English Prose. Its development; from Sir Thomas More to Dryden. The subjective essay; from Cowley to Lamb; some modern masters. The article and review, in criticism, politics, history, philosophy and religion; Coleridge, Hazlitt, Landor, Macaulay, Carlyle, Matthew Arnold, Lionel Johnson. The historians and biographers. Three hours credit.

12. Newman. His commanding position in the religious intellectual life of the nineteenth century; life and associations at Oxford; Catholic life; his philosophy of education in the "Idea of a University"; his controversial, apologetic and homiletic works; the great Christian protagonist in the warfare of modern rationalism; the acknowledged perfection of form in his prose. Three hours credit.

13. Journalism. (a) Ethics of journalism; a brief survey of the history of journalism, its development, and a discussion of its present tendencies. (b) The technology of the pressroom, news gathering and reporting; preparation of copy; copy-reading, proof-reading, interviewing and editing. Field work will be required and co-operation with the College periodicals. Three hours credit.

14-15. Early English Literature. A general survey of the origin and development of the periods to 1750; chief writers and characteristics. Two hours credit.

16-17. English Literature. An outline history of modern English literature, with required readings and assignments to cover subjects not provided for in other courses. Two hours credit.

18. American Literature. An historical survey, with especial emphasis on the chief influences and writers. One hour credit.

EVIDENCES OF RELIGION

1. **Christian Revelation; The Church.** Revelation in general; Christianity a revealed religion; Patriarchal and Mosaic Revelation; divine origin of the Christian Revelation. The Church; its institution and end; Constitution of the Church.

One hour credit.

2. **The Church; God and Salvation.** Marks and Teaching office of the Church; Holy Scripture and Tradition; the rule of Faith. God the Author and Restorer of our salvation; God considered in Himself; One in Nature; His Existence, Nature, Attributes, Unity, and Trinity.

3. **Creation and Redemption.** Creation; the spiritual world; the material world. Man and the Fall. God the Redeemer; the Person and Nature of the Redeemer; the work of Redemption.

One hour credit.

4. **Graces and the Sacraments.** Actual, habitual and sanctifying grace; infused and acquired virtues; Pelagianism; Jansenism, Naturalism and other errors refuted. The Sacraments in general; Baptism; Confirmation; the Holy Eucharist as a Sacrament and as a Sacrifice.

One hour credit.

5. **The Sacraments; Morality and Virtue; Eschatology.** The Sacraments of Penance, Extreme Unction, Holy Orders and Matrimony; Sacramentary errors refuted. The basis of morality; law, conscience and free will; moral good and moral evil. The Christian's duties toward God; natural and supernatural virtues; Faith, Hope and Charity; the Last Things.

One hour credit.

6. **Divine Worship; Christian Perfection.** Internal and external worship due to God; direct and indirect acts of worship; veneration of the Saints. The Christian's duties toward self and neighbor; works of supererogation.

One hour credit.

7. **Sacred Scripture.** Biblical Canonics and Hermeneutics. Fact, nature and extent of inspiration. The Bible and Science. Explanation of difficulties drawn from geology, astronomy, biology, paleontology and evolution.

One hour credit.

8. **Scripture Reading.** Readings from the Old and New Testament; comparative study of Greek text, and Latin and English versions.

FRENCH

A. Elementary French. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and more common irregular verbs; the order of words in the sentence; colloquial exercises; writing French from dictation; easy themes; conversation. First semester. Four hours credit.

B. Elementary French. (Continued.) Mastery of irregular verb forms; uses of the conditional subjunctive; syntax. Reading of graduated texts, with constant practice in retranslating into French portions of the text read; dictation, conversation. Second semester. Four hours credit.

C. Intermediate French. Reading, conversation, prose, composition, letter-writing, exercises in French syntax. Prerequisite; French A. B. or equivalents. First semester. Four hours credit.

D. Intermediate French. (Continued.) Grammar reviews, with special attention to problems in syntax. Detailed written abstracts of texts read. Letter-writing. Conversation. Second semester.

[Texts: Bruno, *Le Tour de la France*; Sarcey, *Le Siege de Paris*; Renard, *Trois Contes de Noel*; Labiche and Martin, *Le Voyage de M. Perrichon*; Frontier, *Napoleon*; Chateaubriand, *Les Aventures du Dernier Abencerage*.] Four hours credit.

5. Modern French Prose. The study of novels or short stories by modern French prose writers; Erickmann-Chatrian, Brazin, Chateaubriand and others. Grammar and composition based on a French text. Three hours credit.

6. French Poetry of the Nineteenth Century. Reading from Alfred de Vigny, Alfred de Musset, Lamartine and others, with an introduction to French versification. Selections committed to memory. Three hours credit.

7. French Oratory. A study of the French orators and their works; Bossuet, Bourdaloue, Massillon, Flechier; prose composition; private reading. Three hours credit.

8. The French Drama. The reading of dramas chosen from such authors as Corneille, Moliere, Racine, together with a study of their lives and works. Three hours credit.

9. History of French Literature. A general survey of the history of French literature from its earliest beginnings to the close of the reign of Louis XIV; collateral reading. Three hours credit.

10. History of French Literature. A general outline of the literature of the seventeenth, eighteenth and nineteenth centuries, dealing only with writers of first importance. Three hours credit.

GEOLOGY

1. **Dynamical and Structural Geology.** Atmospheric, aqueous and igneous agencies and their work. Rivers. River and marine deposits. Glaciers. Earth movements. Volcanoes. Earthquakes, Classification of rocks. Metamorphism. Mineral deposits. Coal, oil and natural gas. Mountain formation and topography. Three hours credit.

2. **Historical Geology.** Evolution of the earth. Fossils and their significance. Geological eras, periods, epochs and corresponding systems. The prevalent species of plants and animals of the successive geological ages. The advent of man. Three hours credit.

GERMAN

A. **Elementary German.** This course is intended for students who have not presented German for admission. Grammar, pronunciation, colloquial exercises, easy themes, translation from prose selections. First semester. Four hours credit.

B. **Elementary German. (Continued.)** Weak and strong verbs; the use of the modal auxiliaries; the chief rules of syntax and word-order; selections in prose and verse; dictation based upon the readings; frequent short themes; conversation; memorizing of poems.

Readings: Baumbach, *Der Schwiegersohn*; Storm, *Immensee*; Arnold, *Fritz auf Ferien*; Wildenbruch, *Das edle Blut*. Four hours credit.

C. **Intermediate German.** Rapid review of grammar; dictation; prose composition. Open to students who have credit for German A and B, or who have presented elementary German for admission. First semester. Four hours credit.

D. **Intermediate German. (Continued.)** The more difficult points of syntax; special problems of grammar. Reading of selected texts. Dictation and themes based upon the reading. Memorizing of poems. Second semester.

Readings: Schiller, *Wilhelm Tell*; Goethe, *Herman und Dorothea* and *Iphigenie*; Uhland's Poems. Four hours credit.

5. **German Prose Writers.** The study of novels or short stories by German prose writers; Freytag, Hauff, Herbert, Stifter, Novalis, Brentano, Eichendorff. Three hours credit.

6. **German Poetry.** Readings from German ballads and lyrics. Selections committed to memory. Special attention is given to the study of rhythm and metre. Three hours credit.

7. **The German Epic.** *Dreizehnlinden*, Weber; *Der Trompeter von Sakkingen*, Scheffel; selections from other epic poems. Three hours credit.

8. **The German Drama.** Dramas of Goethe, Schiller and Lessing. Selections from *Ansengruber*, Hebel, Wildenbruch. Three hours credit.

9. History of German Literature. A general survey of the history of German literature from its earliest beginnings to the period of Frederick the Great; collateral reading.

Three hours credit.

10. History of German Literature. A general outline of the literature of the eighteenth and nineteenth centuries, dealing mainly with the writers of the first importance.

Three hours credit.

11. Scientific Reading. For students preparing for scientific courses which require a facility in the reading of scientific literature. Prerequisite: German A and B.

Text: Dippold's Scientific German Reader, current scientific literature; monographs. One semester. Two hours credit.

GREEK

A.-B. Elementary Greek. The course is intended for those who enter without Greek. Benner-Smyth, *Beginners' Greek Book*; Xenophon, *Anabasis*; prose composition based on Xenophon. Four hours. Both semesters.

Eight hours credit.

1. Homer. Selected portions of the *Iliad* or *Odyssey*; Homeric Dialect; outline of Greek epic poetry. First semester.

Three hours credit.

2. Plato. The *Apology* and one of the *Dialogues*. New Testament, selections. Second semester.

Three hours credit.

3. Demosthenes. *Philippics*; *The Crown*; history of the development of Greek oratory. First semester.

Three hours credit.

4. Sophocles; Aeschylus. Sophocles, *Antigone* or *Oedipus Tyrannus*; Aeschylus, *Prometheus*, with lectures on Greek drama. Second semester.

Three hours credit.

5. Euripides; Aristophanes. Euripides, *Medea* or *Alcestis*; Aristophanes, *Frogs* or *Clouds*, with lectures on the Greek comedy.

Three hours credit.

6. Lyric and Pastoral Poets. Pindar and Theocritus. Pindar, selected *Epinicia*; Theocritus, selected *Idylls*. Selections from the Greek Anthology.

Three hours credit.

7. Herodotus. Selections from Books I, VII, VIII and XI. Lectures on the early logographers and the beginnings of Greek prose.

Three hours credit.

8. Thucydides. Selections, especially the *Sicilian Expedition*, Books VI-VIII. Lectures on the Greek historians and historical sources.

Three hours credit.

9-10. Prose Composition. Practice in the writing of simple Greek. Both semesters.

Two hours credit.

11-12. Prose Composition. An advanced course. Both semesters.

Two hours credit.

13. History of Greek Literature. A general course in Greek Literature. One semester.

Two hours credit.

HISTORY

1. **Western Europe from the Renaissance to 1815.** Sophomore or Junior year. First semester. Three hours credit.

2. **Western Europe Since 1815.** Sophomore or Junior year. Second semester. Three hours credit.

Courses 1 and 2 are prerequisite to all other history courses and, in view of their cultural and informational value, are required of all undergraduates. Ordinarily taken in Sophomore or Junior year.

Method of instruction is typically the informal lecture based on textbooks recommended by the Department and supplemented by oral recitations, quizzes, class-room discussion, collateral reading, written tests and occasional research tasks in the library. At least two papers designed to afford practice in original presentation of historical data are required in each course.

3. **English History to the Death of Elizabeth (1603).** The fusion of Saxon and Norman elements and the gradual advance towards national consciousness with special references to the growth of political and social institutions; the jury system, the common law, the great charters and the rise of representative government; Tudor despotism and the significance in English history of Elizabeth's reign.

With England (800-1500) taken as a vertical section of the medieval world, the civilization of which was homogeneous to a marked degree in all the countries of Western Europe, and with the more important events and movements of the Middle Ages grouped around England as one of the chief participants therein, this course becomes similar in scope to a general course in mediaeval history. Junior or Senior year. First semester.

Three hours credit.

4. **English History from the Death of Elizabeth.** The Stuarts and the great struggle for popular and constitutional rights; the cabinet system of governments and the rise of political parties; the Industrial Revolution and the building of the British Empire; the spread of democratic ideas, the British Empire today and the problems before it.

Courses 3 and 4 aim to present English History especially as a background and starting point for the study of American History. With informal lecture and textbook as the basis of instruction, stress is laid on the use of source-material and on methods of historical research and composition. (At least two papers designed to embody results of collateral reading and comparison of selected sources are required in Courses 3, 4, 5, 6, 7, 8.) Junior or Senior year. Second semester.

Three hours credit.

5. American History to the Reconstruction Period. This course, with the following, aims to bring into relief the outstanding influences that have shaped the history of the United States from the Colonial Period to our own, stressing for this purpose topics of import for the social, economic and political development of the nation. Junior or Senior year. First semester.

Three hours credit.

6. American History since the Reconstruction Period. Supplementary to Course 5, with similar aims and methods of instruction. Bears in its later phases on conditions and circumstances that led to America's participation in the Great War, with the resulting stimulus to a clearer national consciousness of the significance and value of American citizenship. Junior or Senior year. Second semester.

Three hours credit.

7. Ecclesiastical History. Origin and early expansion of Christianity; persecution; heresies; Councils; mediaeval union of Church and State; foreign missions, mediaeval and modern; disruption of Christian unity in the sixteenth century; the papacy and the popes. The course aims to show in sequence the reverses and vicissitudes of the spiritual kingdom of Christ. Junior or Senior year. One semester.

Three hours credit.

8-9. Special Topics in European History. Courses dealing intensively with certain outstanding events, movements and institutions of direct bearing on the history of the Church. Topics thus treated will be, among others, the Origin and Early Influence of the Papacy, the Temporal Power of the Pope, the Holy Roman Empire, the Controversies over Investitures, Mediaeval Religious Life, the Mendicant Friars, Mediaeval Universities, the Great Schism, the Collapse of Religious Unity in the Sixteenth Century, the Catholic Reaction, Missionary Enterprise in the Spanish Colonies, etc. Research courses giving opportunity to the student to deal freely with source-material and to compare his findings with the treatment of the topics in the best secondary authorities. Senior year. Both semesters.

Six hours credit.

10. Contemporary History. A course aiming to apply the methods of historical evidence and research to current events. Senior year. One semester.

Two hours credit.

11. Historical Methods. The principles of historical evidence, the processes of historical research, scientific method in history, the rival claims of literature and science in historical composition, biography. Senior year. One semester.

Two hours credit.

LATIN

A-B. Elementary Latin. Daily practice in oral and written themes; essentials of syntax. First semester. Caesar, *De Bello Gallico*, four books; thorough study of syntax with frequent themes. Bennett's *New Latin Prose Composition*. Second semester.

C. Cicero; Sallust. Orations against Catiline I—III; selections from *De Senectute* and the *Bellum Catilinae*. Themes from Bennett's *New Latin Prose Composition*. Four hours credit.

D. Vergil; Cicero. Aeneid, translation and interpretation with studies in Greek and Roman mythology. Cicero, *Pro Lege Manilia*. Themes as in Course C. Four hours credit.

The above courses, A, B, C, and D, are intended for students who enter with insufficient preparation in Latin, but will not be accepted in fulfillment of the required college Latin.

1. **Vergil; Horace.** Vergil, Aeneid VII—XII, selections; Horace, *Ars Poetica*. Selections from Christian Hymnology. First semester. Three hours credit.

2. **Livy.** Book XXI; Book XXII, selections; a study of Livy's style; elements of change from the prose of the Ciceronian age. Second semester. Three hours credit.

3. **Horace; Cicero.** Horace, selected Odes and Epodes; Cicero, *Pro Milone*, with special references to its rhetorical and argumentative qualities; *De Amicitia* or *De Senectute*. First semester. Three hours credit.

4. **Horace; Tacitus.** Horace, selected Epistles and Satires; a study of the chief characteristics of Roman satire; Horace's philosophy of life; Tacitus, *Agricola* and *Germania*; the prose of the empire. Second semester. Three hours credit.

5. **Cicero; Juvenal.** Cicero, *Quaestiones Tusculanae*, with a study of his position as a philosopher; Juvenal, selected Satires. One semester. Three hours credit.

6. **Plautus; Terence.** Selected plays. One semester. Three hours credit.

7. **Pliny; Seneca.** The letters of Pliny the Younger, with a study of literature and social conditions at the end of the first century after Christ; Seneca, selected letters. One semester. Three hours credit.

8. **Roman Political Institutions.** The king, the gentes, the patricians, the clients; the rise and growth of the Republican Constitution, the senate, the magistracies, the people, the assemblies, etc. One semester. Two hours credit.

9. **Latin Composition.** Principles of Latin idiom and style. Kleist's *Aids to Latin Composition*. Required of students taking Courses 1 and 2. First semester. One hour credit.

10. Latin Composition. A continuation of Course 9. Second semester. One hour credit.

11. Latin Writing. Advanced course. Translation of selected passage from English classic authors. Kleist's Practical Course in Latin Composition. Intended to accompany Courses 3 and 4. First semester. One hour credit.

12. Latin Writing. A continuation of Course 11. Second semester. One hour credit.

13. Ecclesiastical Latin. Hymns and homilies, selected from the Breviary and other sources. One semester. Two hours credit.

14. History of Roman Literature. A general course in Roman Literature. One semester. Two hours credit.

MATHEMATICS

A. Advanced Algebra. A course for those who present but one unit of Algebra for entrance to college. The work starts with a review of Elementary Algebra, and then takes up such subjects as are usually given in a third-semester high-school course of Algebra. Can be counted only as an elective. Two hours credit.

B. Solid Geometry. A course for those who have not had solid geometry in high school. Cannot be counted in fulfillment of the requirements in Mathematics. Two hours credit.

1. College Algebra. After a brief review of the foundations, the following topics are treated: Variables and functions, linear and quadratic equations, determinants, logarithms, undetermined coefficients, complex numbers, binomial theorem, theory of equations, and series. For Freshmen. Prerequisite: Entrance Algebra, one and one-half units; and Plane Geometry. Three hours credit.

2. Plane Trigonometry. The six elementary functions for acute angles; goniometry; solution of the right and oblique triangles; graphs of the functions and solution of simple trigonometric equations. For Freshmen. Three hours credit.

3-4. Algebra; Trigonometry; Analytic Geometry. A course in unified mathematics, embracing the topics of Algebra and Trigonometry outlined above, and the elements of Analytic Geometry. Open to Freshmen, who present at least two and one-half units for entrance. Six hours credit.

5. Spherical Trigonometry. The right spherical triangle, Napier's rules, formulas and methods for the solution of the general triangle. Open to students who have had Mathematics. Two hours credit.

6. **Surveying.** The theory, use and adjustment of instruments; methods of computation and arrangement of data; practical field work and topographic map-making. Three hours credit.

7. **Plane Analytic Geometry.** Loci and their equations. The straight line; the circle; the parabola, ellipse, and hyperbola; transformation of co-ordinates; polar co-ordinates. Open to Sophomores and Juniors. Three hours credit.

8. **Solid Analytic Geometry.** An introductory treatment of the point, plane, straight line, and surfaces of revolution. Open to Sophomores and Juniors. Three hours credit.

9. **Differential Calculus.** Fundamental notions of variables; functions, limits, derivative and differentials; differentiation of the ordinary algebraic, exponential and trigonometric functions with geometric applications to maxima and minima, inflexions, and envelopes; Taylor's formula. Open to Sophomores and Juniors. Three hours credit.

10. **Integral Calculus.** The nature of integration; elementary processes and integrals; geometric applications to area, length, volume and surface; multiple integrals; use of infinite series in integration; Introduction to differential equations. Open to Sophomores and Juniors. Three hours credit.

PHILOSOPHY

1. **Formal Logic.** This will comprise the customary treatment of formal logic with added emphasis on inductive reasoning and the informal reasoning of everyday life and of literature. Required of Juniors. One semester. Three hours credit.

2. **Introduction to Philosophy.** This course sets before the student the meaning and scope of philosophy and introduces him to the principal problems of philosophic discussion; the problem of reality, the problem of knowledge and the problem of conduct. One semester. Three hours credit.

3. **Psychology.** Beginning with an explanation of the cerebro-spinal nervous system, this course leads on to the study of the phenomena of sensuous life; sense perception, imagination and memory, sensuous appetite, movement and feeling. Required of Juniors. First semester. Three hours credit.

4. **Psychology.** A continuation of Course 3, embracing the study of the phenomena of rational life; the origin and development of intellectual concepts, rational appetency, free-will and determinism. The latter part of the semester is given to rational psychology; the origin, nature and destiny of the human soul, the union of the soul and body. Required of Juniors. Second semester. Three hours credit.

5. Metaphysics. In this course are treated the subjects usually included under Ontology and Cosmology: the notions of being, act and potency, substance and accident, relation and cause; the origin of the material universe; the constitution of inorganic bodies, organic life, the laws of physical nature, miracles. Required of Seniors. First semester. Three hours credit.

6. Metaphysics. The first part of this course is devoted to Natural Theology, including: the idea of God, the proofs for the existence of God, the attributes of God, and free-will, the divine action in the universe, providence.

The second part of the course is taken up with questions of epistemology: truth and error, the nature of fact of certitude, the value of human testimony, the criterion of truth. Required of Seniors. Second semester. Three hours credit.

7. Ethics. In this course are treated the subjects belonging to general theory; the nature of the moral act, the distinction between moral good and moral evil, moral habits, natural and positive moral law, conscience, rights and duties. Required of Seniors. First semester. Three hours credit.

8. Ethics. The application of the general principles of ethics to particular, individual and social rights and obligations: the right to property, life, honor; the rights and obligations of domestic society, marriage and divorce, civil society, its nature and forms; the rights of civil authority; church and state; the ethics of international relations, peace and war. Second semester. Three hours credit.

9. History of Ancient Greek Philosophy. In ancient Greek philosophy attention is directed primarily to the teachings of Socrates, Plato and Aristotle and to the systems of Stoicism and Epicureanism. Plotinus is taken as representative of the Alexandrian movement; and St. Augustine is studied as the most conspicuous example of the early Christian philosopher. This course is carried on by means of lectures and recitations and the reading of representative selections. Turner's History of Philosophy is used as the basis of lectures and recitations. First semester. Three hours credit.

10. History of Mediaeval and Modern Philosophy. In the study of mediaeval philosophy attention is centered on the origin and development of Scholastic philosophy and on the system of St. Thomas as the most complete synthesis of mediaeval thought. In the division of modern philosophy, Descartes, Locke, Hume, Kant, Hegel and Spencer are taken for special study. Among present day tendencies, the revival of Scholasticism and the trend towards realism are noticed. De Wulf's Mediaeval Philosophy is made the basis of the treatment of Scholastic Philosophy and Turner's History of Philosophy is used as the text for modern systems. Lectures, recitations, readings and discussions. Two hours credit.

11. **Experimental Psychology.** A laboratory course dealing with the phenomena of sense-perception and attention.

Three hours credit.

21. **Logic.** A compendious course in logic to make students acquainted with the technical language of philosophy and with the formal and informal processes of reasoning. The second part of the course deals with the science of knowledge, with truth and error, the nature and degrees of certitude, the value of human testimony, the criterion of truth. Four hours credit.

22. **Psychology and Ethics.** A compendious course embracing rational psychology, the origin, nature and destiny of the human soul, the union of the soul and body. The second part of the course deals summarily with general ethics, the nature of the moral act, the distinction between moral good and moral evil, the moral law, conscience, rights and duties. It also treats of the right to property, life and honor, the rights and obligations of domestic and civil society. Four hours credit.

Courses 21 and 22 are required of premedical and prelegal students.

PHYSICAL EDUCATION

1. **Physical Training.** Indoor elementary gymnastics; outdoor athletics and games. Two hours a week.

A medical physical examination is given to every student engaged in gymnasium work. No student may register in any branch of athletics without a medical examination.

2. **Physical Training.** Instruction in heavy apparatus, track and field athletics. Two hours a week.

3. **Hygiene.** The principles governing the proper care and right use of the human organism and its surroundings; the relation of hygiene to physical training. One hour; first semester.

4. **Hygiene.** The application of the principles of physiology and sanitary science to the conduct of physical life; personal, domestic and public hygiene and sanitation. One hour; second semester.

[May be required without credit towards graduation.]

PHYSICS

1-2. General Physics. Mechanics, Sound, Light, Heat, Magnetism and Electricity. Must be preceded or accompanied by a course in Plane Trigonometry.

1a-2a. Lectures, experimental demonstrations and recitations, two hours per week. Both semesters. Four hours credit.

1b-2b. Laboratory, four hours per week. Both semesters.
Four hours credit.

3-4. General Physics. A more mathematical and more complete treatment of the general principles of the subject than that given in 1-2. Should be preceded or accompanied by a course in Plane Trigonometry.

3a-4a. Lectures, experimental demonstrations, recitations, three hours a week, both semesters. Six hours credit.

3b-4b. Laboratory two hours a week, both semesters.
Two hours credit.

5-6. Advanced Physics. A more mathematical treatment of Mechanics, Molecular Physics, Light and Heat. Must be preceded or accompanied by a course in Calculus.

Prerequisite Course 1-2 or 3-4. Lectures four hours per week. Both semesters. Eight hours credit.

7-8. Electricity and Magnetism; Radioactivity; the Electron Theory. Must be preceded or accompanied by Calculus. Prerequisite: Course 1-2 or 3-4. Lecture, four hours per week. Both semesters. Eight hours credit.

9-10. Experimental Physics. Advanced laboratory work in Mechanics, Molecular Physics, Light and Heat. A few lectures are given on the theory of physical measurements and measuring instruments with special attention to the computation of results. Recommended to be taken in concurrence with Course 3-4.

Six hours per week. Two semesters. Prerequisite, Course 1-2. Six hours credit.

11-12. Experimental Physics. Advanced Laboratory Work in Electricity and Magnetism. Accurate measurement of current, resistance, electromotive force, capacity; magnetic properties of iron and steel; use of electrometer and potentiometer; a practical study of the properties of direct and alternating currents and of the principles underlying the construction of dynamo-electric machinery. Six hours per week. Both semesters. Prerequisite: Course 7-8. Six hours credit.

13. Electric Oscillations and Electromagnetic Waves; Radio Communication. Lectures two hours per week. One semester. Prerequisite: Course 1-2 or 3-4 and a course in Calculus. Two hours credit.

POLITICAL SCIENCE

1-2. American Government. First Semester—American National Government. The historical back-ground of the Federal Constitution and of political issues in the United States, and the organization and functions of the National Government. The President. The Cabinet. The Senate. The House of Representatives. The Supreme Court and the Subordinate Federal Courts.

Second Semester—Local and State Government in the United States. The place of the States in the Nation. The State Constitutions. The State Legislature. The State Courts. Organization and functions of administration in counties and cities. Three hours a week, both semesters. Six hours credit.

3-4. Party Politics. The development of political parties in the United States. Importance of this extra constitutional element in American Government. Party platforms. Presidential campaigns and elections. The nominating machinery; the presidential primary and the nominating convention. Party patronage. The spoils system and civil service reform. State parties and practical politics in local government. Three hours a week, both semesters. Six hours credit.

5-6. American Government and Party Politics. A more general course adapted to the needs of students who desire to make a less intensive study of the matter of courses 1-4. Three hours a week; both semesters. Six hours credit.

7-8. Constitutional Law. Fundamental principles of the United States Constitution viewed in the light of their history, development and application. The making of the Constitution. The Constitution regarded as a grant of power. Federal powers and State powers. The principle of "checks and balances." The doctrine of Judicial Supremacy. Constitutional Limitations on Legislative power. Limits of the Police Power of the States. The Guarantees of the Fourteenth Amendment. Religious Liberty. The Fifteenth Amendment and the Negro Problem. State Constitutions. Three hours a week; both semesters.

Six hours credit.

9. Comparative Government. A comparative study of the governmental organization and administration of the principal European Nations. Three hours a week, one semester.

Three hours credit.

10. Principles of Political Science. Origin and fundamental nature of the state. Its foundation upon the consent of the governed. Its stability. Purpose of government. Nature of right, liberty and law. Three hours a week, one semester.

Three hours credit.

PUBLIC SPEAKING

1. Principles of Vocal Expression. Practical training in the fundamentals of effective speaking. Instruction on the management of the breath; methods of acquiring clear articulation; correct and refined pronunciation; direct, conversational and natural speaking; inflection; qualities of voice and their use; purity, range and flexibility of tone. Individual criticism and conference with the instructor. One hour credit.

2. Gesture and Technique of Action. The study of poise; posture, movement and gesture; spontaneity of expression; correction of mannerisms; power and pathos; ease, grace and effectiveness of delivery. Class exercises, criticism and conferences. One hour credit.

3. Argumentation and Debating. A practical training for those students who have taken or are taking the course in oratory prescribed under English 5. Thought development; division and arrangement; argumentative, persuasive and demonstrative speeches; a finished argument and the fallacies of argument; the essentials of parliamentary law and practice; manner of conducting deliberative assemblies. Class exercises. Individual criticisms and conferences. One hour credit.

4. The Occasional Public Address. Informal public addresses; the presentation of business propositions before small or large audiences; impromptu and extempore speaking; after-dinner talks. Speeches for various occasions. Class exercises. Individual criticism and conferences. One hour credit.

5-6. Practical Oratory and Debating. This course is open to all students of the college. Its aim is to afford special training in public speaking. To this end strict parliamentary practice is followed throughout. The literary and oratorical exercises include declamations and elocutionary reading; criticism and discussion of interpretation and delivery; the composition and reading of short stories, poems and essays; orations illustrative of rhetorical principles; extemporaneous speaking; the knowledge and application of parliamentary law; debates.

Two hours credit.

SPANISH

A-B. Elementary Spanish. Grammar: De Vitis. Parts of speech; regular conjugations; study of the Indicative Mood, difference of tense meanings; imperative; use of the simpler idioms. Pronunciation, composition and conversation. Pittaro's Spanish Reader. Credit not given unless the full course is completed.
Four hours credit.

C-D. Intermediate Spanish. Advanced grammar; idiomatic uses of the prepositions; irregular verbs, verbs requiring a preposition. Composition and conversation. Reading: Alarcon, El Capitan Veneno; Colona, Lecturas Recreativas.
Three hours credit.

5-6. Composition and Conversation. Open to students who have completed Course A-B or who have presented two units of Spanish for admission. Cool: Spanish Composition and Conversation; Valers, El Pajaro verde; Alarcon, ovelas Cortas. Two hours, both semesters.
Four hours credit.

7. Commercial Spanish. Must be preceded by or taken concurrently with Spanish C-D. Practice in colloquial Spanish, commercial forms, letter-writing and advertisements. Luria, Correspondencia Commercial; current journals and other literature.
Three hours credit.

8. Classical Prose. Selections from Cervantes, Don Quixote de la Mancha; St. Theresa, Life; Ribadeneira, Historia del Cisma de Inglaterra, selections. Kelly, History of Spanish Literature.
Three hours credit.

9. Classical Poetry. Fray Luis de Leon, poesias; Roman-cero general (Duran); Jorge Manrique, Coplas, selections.
Three hours credit.

10. Modern Prose. Luis Coloma, Jeromin. Boy, La Reina Martin; Jose Maria Pereda, Penas arriba, Cuentos y novelas; Saj, Europa salvaje; Fernan Caballero, La Gaviota, Clemencia; Valviena, Estudios criticos.
Three hours credit.

11. Modern Poetry. Selections from the writings of Alberto Risco, Jose Selgas, Nunez de Arce, Zorilla.
Three hours credit.

12. Spanish Drama and Oratory. Classical period; selections from the writings of Calderon and Lope de Vega. Modern period: Tamayo y Baus, Los hombres de bien. Lances de honor; Nunez de Aroe, El haz de lena. Oratory. Donoso Cortes and Nocedal, Discursos.
Three hours credit.

STUDENT ORGANIZATIONS

FOREWORD.

It is hardly open to dispute that a necessary part of College life is to rouse in the hearts of students a desire for active participation in the Lay Apostolate, no less than to gradually introduce them into the intellectual and social world to which their education rightfully entitles them. To this end the College authorities have instituted and fostered amongst others the following societies:

1. **The Sodalties of the Immaculate Conception**, for the promotion of more than an ordinary degree of Christian zeal and piety. Under the patronage of the Virgin Mother of God, the members of the Sodality strive in imitation of her, to render themselves more and more worthy of her intercession and the protection of her Divine Son, as well as more Christlike by the promotion of all the spiritual and corporal works of mercy. These latter especially, fostered as they are throughout the school year, cannot but result in a spirit of active charity, of benefit to their Pastors and to all with whom they come in contact.

2. **The Apostleship of Prayer, League of the Sacred Heart.** This organization seeks to procure a happy means of fulfilling the command of God, "Pray always," by giving to even ordinary daily actions the efficacy of prayer.

The members hope by this means to further the designs of Jesus Christ, and they league themselves with Him to procure the spread of the grace of salvation to all men.

3. **The St. John Berchmans Sanctuary Society.** The object of this society is to contribute to the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford students the privilege of serving at the altar.

4. **The Loyola Debating Society**, membership in which is obligatory for all Arts students, aims at the cultivation of a facility in the expression of logical argument. Every two weeks a semi-public debate is held—the subject and contestants being announced by the Director in advance. After the assembled members have ballotted on the merits of the arguments, the question is thrown open to the house. Herein the timid speaker finds his opportunity, and many a promising orator has been developed thereby. From the successful candidates at these debates is selected the team for the Public Debate in the Spring.

5. **The Academic Literary and Debating Society.** With the same purpose and methods as the former, but for High School students only.

6. The Regis Dramatic Society, aims at a twofold object—the entertainment of the student body and faculty by the frequent presentation of refined short plays, and the practical training of its members in dramatic expression. The presentation of Benson's Passion Play, "The Upper Room" during March of the current year, marked an epoch in the history not only of this Society, but of Western Amateur Dramatics as well. Some six thousand people witnessed these performances, and the verdict lay and professional alike was that the play should be repeated every Passiontide hereafter.

7. The Glee Club, to which all students with the proper qualifications are eligible. About two hours a week are devoted to practice—to vocal culture, the study of theory and correct interpretation. Frequent public and semi-public entertainments give the members ample opportunity to manifest their ability and improvement.

8. The Orchestra affords all those capable, an opportunity of "ensemble" playing. The work of the Orchestra is sufficiently heavy, since they are called upon to display their wares at practically every social gathering and academic function of the school.

9. The Choir, composed of the more capable members of the Glee Club. They are expected to do their part toward making all chapel exercises devoutly agreeable. The members meet twice a week for the rehearsal of Masses and Hymns appropriate for the sacred ceremonies.

10. The Alumni Association, to which any former student at present in good moral standing is eligible. The active membership numbers one thousand, and with their main reason for existence before them as a motive power, they hope to be able to claim a large share of the labor of building a greater Regis College. The officers of the Association at present are:

Martin D. Currigan, M. D., President

Earl Frazier, Vice President.

Daniel J. Floyd, Secretary-Treasurer.

11. "The Brown and Gold" is a twelve page monthly publication of the student body. All the classes of both High School and College Departments are represented on its Staff. The paper not only serves to chronicle current student activities but serves as an alumni organ as well. A distinctive feature of "The Brown and Gold" is its Pictorial Section, as four pages of each issue are devoted to pictures of the College, Denver and its environs.

THE HIGH SCHOOL

OFFICERS AND FACULTY

REV. ROBERT M. KELLEY, S. J., President

REV. JOHN M. FLOYD, S. J., Principal

REV. FRANCIS X. HOEFKENS, S. J., Treasurer

FRANCIS A. BAUTSCH, S. J., Librarian

WARREN F. SHOOK, Secretary to Principal.

CHRISTIAN DOCTRINE

REV. ROBERT M. KELLEY, S. J.

REV. FRANCIS X. HOEFKENS, S. J.

REV. WILLIAM J. FITZGERALD, S. J.

REV. LEO M. KRENZ, S. J.

BOTANY

FRANCIS A. BAUTSCH, S. J.

CHEMISTRY

BERNARD C. ZIMMERMAN, S. J.

COMMERCIAL BRANCHES

WARREN F. SHOOK.

DEBATING

REV. WILLIAM J. FITZGERALD, S. J.

JOSEPH A. RYAN, S. J.

ELOCUTION

REV. WILLIAM J. FITZGERALD, S. J.

JOSEPH A. RYAN, S. J.

JOHN B. GERST, S. J.

IGNATIUS J. DAVLIN, S. J.

ENGLISH

JOSEPH A. RYAN, S. J.

EUGENE P. MURPHY, S. J.

GERALD J. ELLARD, S. J.

JOSEPH M. McANDREWS, S. J.

RAYMOND F. BELLOCK, S. J.

IGNATIUS J. DAVLIN, S. J.

JOHN B. GERST, S. J.

FRENCH

REV. FRANCIS X. HOEFKENS, S. J.

EUGENE P. MURPHY, S. J.

GERMAN

REV. SEBASTIAN A. MAYER, S. J.

GENERAL SCIENCE

BERNARD C. ZIMMERMAN, S. J.

GREEK

GERALD J. ELLARD, S. J.

HISTORY

EUGENE P. MURPHY, S. J.

CHARLES M. PALACIO, S. J.

JOSEPH A. RYAN, S. J.

JOSEPH M. McANDREWS, S. J.

RAYMOND F. BELLOCK, S. J.

LATIN

REV. ROBERT S. SHEA, S. J.

JOSEPH A. RYAN, S. J.

EUGENE P. MURPHY, S. J.

RAYMOND F. BELLOCK, S. J.

JOSEPH M. McANDREWS, S. J.

JOHN B. GERST, S. J.

CHARLES M. PALACIO, S. J.

MATHEMATICS

REV. ROBERT S. SHEA, S. J.

GERALD J. ELLARD, S. J.

JOSEPH M. McANDREWS, S. J.

IGNATIUS J. DAVLIN, S. J.

RAYMOND F. BELLOCK, S. J.

JOHN B. GERST, S. J.

MUSIC

FREDERICK J. LEIBOLD.

PHYSICS

BERNARD C. ZIMMERMAN, S. J.

PHYSIOLOGY

FRANCIS A. BAUTSCH, S. J.

SPANISH

CHARLES M. PALACIO, S. J.

THE HIGH SCHOOL

A STANDARD HIGH SCHOOL

The College maintains its standard as firm as it is clear regarding the place and nature of high-school education. The modern, fully up-to-date High School serves a number of distinct purposes. On the one hand, there stands out boldly the significant fact that while only one-tenth of high-school students ever get into college or university or technical school, fully nine-tenths of them go out from the high-school rooms to face the stern problems of life. For the sake of the less favored youths, who do not want a continuation of the elementary school as a distinct preparation for a college education, the high school must by all means shake off the grip of the college standard, and offer courses of instruction more directly helpful to the occupations its students will follow.

On the other hand, however, there stands another fact, no less significant, namely, that the High School is essentially a link in a larger comprehensive educational system destined to provide for the intensest and supremest needs of state and church and college alike. From this point of view, the High School must positively articulate with the College by offering courses of secondary education presupposed for advanced strictly collegiate work or for technical and professional specialization.

To meet these needs of different students, the High School offers two different standard programs of instruction, each covering a period of four academic years:

The Classical High School Program.

The Scientific High School Program.

The High School is on the accredited list of the University of Colorado, and is a member of the North Central Association of Colleges and Secondary Schools.

REQUIREMENTS FOR ADMISSION

All applicants for admission must give satisfactory evidence of good moral character.

Candidates for admission to the first year of the High School must present evidence of the required preparation. Applicants are admitted on presentation of certificates that they have completed a standard elementary school course of eight grades. Applicants who are unable to present such certificates, or the equivalent, must pass satisfactory examinations in the following subjects:

English—1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

Arithmetic—fractions, common and decimal; denominate numbers; measurements; percentage; including commissions, stocks and bonds, simple and compound interest; discount; ratio and proportion; square and cube roots.

History—Principal epochs and events in the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Geography—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers, and products, etc.

Candidates for advanced standing will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. No applicant will be accepted until a satisfactory statement of work done in the last school attended and of an honorable dismissal from that school has been received.

N. B.—Admission on school certificates is in all cases provisional. If after admission to the High School a student fails in any subject for which certificate was accepted, his credit for that subject is cancelled.

STUDIES PRESCRIBED FOR REGULAR STANDING

The High School does not prescribe branches beyond the minimum entrance requirements for contemplated collegiate courses. Accordingly the study of the ancient classics is not rigidly exacted of all. Nevertheless it is strongly urged upon all prospective technical and professional students without exception. All high-class schools of law and medicine decidedly favor the study of the classics; technical schools, too, unhesitatingly express the same preference. And, indeed, there is no good reason whatever, why the mechanic and tradesman and salesman should not put into his life of toil a degree of that special breadth of view, which is so spontaneously acquired through an acquaintance with the classics, the world's rich treasures of ancient thought and feeling.

Not unfrequently dissatisfaction arises in after years, when the student finds himself debarred from entering upon the career of his choice, because of his inability to meet the preliminary educational requirements set down for that career. To remove all danger of such humiliations for student and school alike, the principal and teachers will give every possible assistance and direction in regard to the choice of the student's program of studies—and the Principal will not allow students to enter definitely upon any program other than the classical until he has received from the parents or guardian a written statement approving the choice and relieving the school of all responsibility.

I. CLASSICAL CURRICULUM

First Semester

First Year	Second Year	Third Year	Fourth Year
English I.....	English II.....	English III.....	English IV.....
Latin I.....	Latin II.....	Latin III.....	Latin IV.....
Algebra I.....	Geometry I.....	Algebra II.....	Greek II.....
Greek History.....	History II.....	Greek I.....	Physics.....
5	5	5	5
5	5	5	5
5	5	5	5
5	5	5	6

Second Semester

First Year	Second Year	Third Year	Fourth Year
English I.....	English II.....	English III.....	English IV.....
Latin I.....	Latin II.....	Latin III.....	Latin IV.....
Algebra I.....	Geometry I.....	Greek I.....	Greek II.....
Roman History.....	History II.....	Civics.....	Physics.....
5	5	5	5
5	5	5	5
5	5	5	5
5	5	5	6

II. SCIENTIFIC CURRICULUM

First Semester

First Year	Second Year	Third Year	Fourth Year
English I..... 5	English II..... 5	English III..... 5	English IV..... 5
Latin I..... 5	French I } or	French II or } German II or }	French III or } German III or }
Algebra I..... 5	German I..... 5	Spanish I..... 5	Spanish II..... 5
Greek History } or	Geometry I..... 5	Algebra II..... 5	Physics..... 6
General Science } 5	Botany } Physiology }	Chemistry..... 5	History III..... 5

Second Semester

English I..... 5	English II..... 5	English III..... 5	English IV..... 5
Latin I..... 5	French I } or	French II or } German II or }	French III or } German III or }
Algebra I..... 5	German I..... 5	Spanish I..... 5	Spanish II..... 5
Roman History } or	Geometry I..... 5	Algebra II..... 5	Physics..... 6
General Science } 5	Botany } Physiology }	Chemistry..... 5	Civics..... 5

DEPARTMENTS OF HIGH SCHOOL INSTRUCTION

Unless otherwise specifically indicated below, all branches are taught five periods each week. Each period covers fifty minutes of actual teaching. Double periods are given for laboratory work.

BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and functions of root, stem, leaf, flower and fruit; classification of the vegetable kingdom: natural groups of plants; conditions of growth and dispersal; time of flowering and fruits, etc. Special attention is given to the flora of the State of Colorado.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

Text: Coulter's, A Text Book of Botany.

CHEMISTRY

This course is intended to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to prepare him for more advanced work in College.

The course includes lectures, recitations, demonstrations and problems combined with laboratory work. The following matter is included: Study of important elements and their compounds. Atomic Theory; Chemical Equations and Calculations. Percentage Composition; Solutions; Acids, Bases, Salts; Neutralization; Electrolytic Dissociation; Electrolysis; Pressure, Temperature and Volume with reference to gases; Valence; Catalysis; Reversible Reactions; Chemical Equilibrium; Periodic Law; Flames and Illuminants; Determination of Molecular and Atomic Weights and Formulas; Metallurgy.

To secure credits for laboratory work a detailed record of all the experiments had in class will be required.

Five periods a week are devoted to the work—three lectures and two double laboratory periods.

Text: McPherson and Henderson's First Course in Chemistry. Laboratory Manual by the same authors.

CHRISTIAN DOCTRINE

Religion I—Two periods a week.

- (a) De Harbe's Complete Catechism of the Catholic Religion. Part II, On the Commandments.

- (b) Church History, De Harbe. From Adam to the Ascension of Christ.

Religion II—Two periods a week.

- (a) De Harbe, Part III. On the Means of Grace.
(b) Church History, De Harbe. From the Ascension of Christ to the Protestant Reformation.

Religion III—Two periods a week.

First Semester: (a) De Harbe, Faith and Creed. (b) Church History, De Harbe. From the Protestant Reformation to the present day.

Second Semester: (a) De Harbe, Faith and Creed, finished.
(b) Conway, The Question Box.

Religion IV—Two periods a week.

Conway, The Question Box.

DEBATING

The course is open to the students of the Second, Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and to familiarize the members with the details of parliamentary practice. Clear, logical thought on a given subject, the habit of proficiency in the extempore expression of thoughts, together with an apt and forceful delivery, are aimed at throughout the course.

ELOCUTION

This course is taught one hour a week. A number of times during the term, each student is obliged to render carefully prepared selections before the class. Students from each class are chosen to appear at the public reading of quarterly reports and the most proficient are given the privilege of competing for the gold medal in the contest which is held in May.

- I. Vocal culture and gesture drill. Breathing exercises, articulation, pronunciation of vowels and consonants. Exercises in reading and in the rendition of easy selections. Concert drill.
- II. Vocal culture and gesture drill. Power, stress, melody, pitch, enunciation, inflection of words and sentences. Varieties of simple gestures. Calisthenic exercises. Rendition of selections.
- III. Vocal culture and gesture drill. Power, stress, melody, pitch, tone slides and waves. Difficult positions, complex gestures, rendition of more difficult selections.
- IV. Reading and declamation of oratorical selections. Original orations on subjects assigned by the professor. From time to time, debates are had on topics within the mental capacity of the members of the class.

ENGLISH

In the English Course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginnings of good taste and the first elements of literary culture. It is not the purpose of the High School to teach poetry, fiction, the art of short-story writing, the principles of oratory, the elaborate structure of the essay or the technique of the drama. To do so would be futile, as these subjects are ordinarily beyond the capacity of the high school student. The literature in these forms assigned to the High School is used only to illustrate the matter of the class, to furnish material for oral and written composition, and to enable the instructor to foster in the students a habit of right reading.

The literature assigned to the classes is divided into three sections: (a) **Texts for detailed study.** All of these should be studied in class and be well known, though it may not be necessary or even practicable to read each work entirely during class. Required are: a knowledge of the subject matter and form of each work, with an explanation of the principal allusions; the literary qualities, so far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their work. (b) **Supplementary reading.** These texts must be read by all, and should be known as the preceding, but without the same detailed accuracy. (c) **Class reading for book reports.** Each student is obliged to make one book report each month.

English I

The work of this year is intended to serve as an introduction to rhetoric, as distinguished from grammar, and such a knowledge of the principles as may help the student in correct, coherent, yet simple expression both oral and written. The composition work is abundant, especially letter writing. In literature the purpose will be to arouse and develop an interest in reading, and to teach the elements of discrimination of worthless books from those worth while. No student will be allowed to pass beyond the First Year who cannot: (a) spell correctly 85 per cent of ordinary non-technical words such as are found in any chapter of Irving, Lamb or Stevenson; (b) observe the ordinary conventions of capitalization, punctuation and letter writing; (c) form ordinary sentences and join them coherently.

RHETORIC. A review of English grammar; the elements of rhetoric; diction, sentence structure, paragraphing, figures; letter-writing. Brooks' English Composition, Book I; Donnelly's Imitation and Analysis.

COMPOSITION. Daily exercises in the analysis and structure of sentences and paragraphs. Weekly themes in simple narration and description. Frequent writing of telegrams and of social and business notes and letters.

LITERATURE. (a) Texts for detailed study: Dickens, Christmas Stories; Longfellow, Selected Poems; Irving, Sketch Book; Hawthorne, Twice-Told Tales. (b) Supplementary reading; Cooper, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales. (c) Reading for book reports: Group 1*.

English II

In this class a beginning is made in the modes of composition. The repetition of punctuation, diction, the rhetorical sentence and sentence variation and figures is continued throughout the year in conjunction with the regular work. The paragraph is more fully explained and repeated in the narrative paragraph during the first semester, and in the descriptive and narrative paragraph during the second semester. The student at the end of the Second Year is expected to be certain of the coherence of his sentences and of their proper transition. He should, moreover, be able to group his sentences about a common topic in the paragraph. The chief guide to his higher graduation will be his ability to paragraph in his compositions and to understand and interpret simple literary selections.

RHETORIC. In the first semester the regular subject is narration in its elements; in the second semester, description in its elements. During the last quarter, exposition (explanation) is begun in connection with description. Brook's English Composition, Book I completed.

COMPOSITION. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester. Weekly themes in narration, description and exposition, frequently in the form of letters.

LITERATURE. (a) Texts for detailed study; Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration; (b) Supplementary reading: Cooper, The Spy; Scott, The Talisman; Longfellow, Tales of a Wayside Inn. (c) Reading for book reports: Group II*.

English III

The rhetorical principles are restricted to the simple essay, (narrative, biographical, personal, etc.), to simple story, and

*See page 70.

to the simple forms of argumentation, without a treatment of the essay, short story or oration as art forms. In the treatment of argumentation, emphasis is laid on the proposition, its correct statement and proper study, and on the usual sources of arguments.

RHETORIC. Exposition (continued); outlining, planning, summarizing; the chria and forms of the simple essay. Narration. (continued); plot, character, delineation; the elements and kinds of the short story. Argumentation; debating. Textbook: Brooks' English Composition, Book II.

COMPOSITION. Frequent exercises in paragraph writing, and in making analysis, outline, synopses. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind. Once each semester a paper of at least 1000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester at least one simple speech or debate will be required.

LITERATURE. In the literary study frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding years. The reason for this is chiefly that the students may be able to recall the literature of the course in view of the final College Entrance Examinations. (a) Texts for detailed study: Dickens, David Copperfield; Lowell, Vision of Sir Launfal, and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson. (b) Supplementary reading: De Quincey, Flight of a Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar. (c) Reading for book reports: Group III*.

English IV

In this year special attention is given to the reviewing of the literature of the high school course and to the acquirement of as much literary erudition as is possible. Each student should be familiar with the requirements of the Uniform College Entrance Board and with the present entrance requirements and examinations of standard colleges.

RHETORIC. Review of the four modes of composition; the didactic essay, its qualities and kinds; the speech, its component parts, the speech for occasion. Prosody and versification; the common verse forms; a brief study of the nature of poetry and its forms.
Text-books: Brooks' English Composition, Book II; Coppen's Introduction to English Rhetoric; Parsons' Art of Versification.

*See page 71.

COMPOSITION. Frequent exercises in the paragraph, especially the editorial. In the second half-year daily exercises in verse analysis and composition. Weekly themes in the various forms, especially in letter-writing and the critical essay. In the second half-year additional credit will be given for metrical composition. Once each half-year a paper of at least 2000 words will be required, either a speech or a short story, or an essay indicative of the student's ability to gather and manage material without special aid.

LITERATURE. History of English Literature: From the beginning of English literature to the present. Text-book: Moody, Lovett and Boynton, *A First View of English and American Literature*. (a) Texts for detailed study: Garraghan, *Prose Types in Newman*; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*. (b) Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*. (c) Reading for book reports: Group IV*.

READING FOR BOOK REPORTS

Group I

Aldrich, *The Stillwater Tragedy*; Bennett, *Master Skylark* or *Barnaby Lee*; Bouve, *American Heroes and Heroines*; Brown, *Rab and His Friends*; Cooper, *Deerslayer*; Drane, *Uriel*; Egan, *Little People of the Dust*; Farrar, *Eric*; Finn, *Tom Playfair*; Garrold, *The Black Brotherhood*; Greene, *Pickett's Gap or Handicapped or Lincoln's Conscript*; Haaren and Poland, *Famous Men of the Middle Ages*; Hawthorne, *Tanglewood Tales or Mosses From an Old Manse*; Kane, *For Greater Things*; Kipling, *Jungle Book*; Lamb, *Tales from Shakespeare*; Leahy, *Hiawatha's Black Robe*; Loyola, *Child of God*; Miles, *Truce of God*; O'Reilly, A. J. *Martyrs of the Coliseum*; O'Reilly, J. B., *Moondyne Joe*; Parr, *The Little Cardinal*; Pyle, *Men of Iron or Merry Adventures of Robin Hood or Within the Capes*, (for comparison with *The Gold Bug*); Sienkiewicz, *Through the Desert*; Spalding, *The Cave by the Beech Fork*; Stoddard, *The Wonder Worker of Padua*; Wiseman, *Fabiola*.

Group II

Ayscough, *Faustula*; Boudreaux, *God our Father*; Bullen, *Cruise of the Cachalot*; Church, *Lucius*; Copus, *As Gold in the Furnace*; Creasy, *Fifteen Decisive Battles of the World*; Dickens, *Tale of Two Cities*; Drake, *The Culprit Fav*; Drane, *History of the Knights of St. John*; Earls, *Melchoir of Boston*; Egan, *Disappearance of John Longworthy*; Goldie, *Life of St. Aloysius*; Hearn, *Chita*; Irving, *Astoria or Captain Bonneville's Adventures*; Jackson, *Ramona*; Kelly, *Some Great Catholics of Church and State*; Knight,

*See page 71.

Life of Alfred the Great; Longfellow, Evangeline or Miles Standish; Loyola, Soldiers of Christ; Lummis, Spanish Pioneers; Macaulay, Lays of Ancient Rome; Meschler, Life of St. Aloysius; Mulholland, The Wild Birds of Killeevy; Porter, Scottish Chiefs; Scott, Guy Mannering; Smith, F. H., A Day at Laguerre's or Colonel Carter of Cartersville or Tom Grogan; Wallace, Ben Hur.

Group III

Arnold, Sohrab and Rustum; Blackmore, Lorna Doone; Boudreaux, The Happiness of Heaven; Burroughs, Winter Sunshine; Carryl, The Lieutenant Governor; Coleridge, The Ancient Mariner; Collins, The Moonstone; Copus, Andros of Ephesus; Crawford, Dr. Cladius; Desmond, Some Mooted Questions of History; Devine, Training of Silas; Dickens, Oliver Twist or Bleak House; Dixon, The Southerner; Faber, Spiritual Conference or All for Jesus; Goldsmith, The Deserted Village; Hale, The Man Without a Country; Harland, The Cardinal's Snuff-Box or My Lady Paramount; Hawthorne, The House of the Seven Gables; Headley, Napoleon and His Marshals; Herbert, Garcia Moreno; Horgan, Great Catholic Laymen; Keon, Dion and the Sibyls; Lucas, In the Morning of Life; McCarthy, History of Our Own Times; Miles, Christine; Palgrave, Golden Treasury, Book III; Scott, Lady of the Lake; Sheehan, My New Curate; Sienkiewicz, The Deluge or Pan Michael or With Fire and Sword or The Knights of the Cross; Smith, J. T., The Black Cardinal; Smith, F. H., Felix O'Day or Forty Minutes Late; Stevens, With Kitchener to Khartoum; Stevenson, The Black Arrow or The Master of Ballantrae or Fr. Damien.

Group IV

Arnold, On Translating Homer; Bacon, Essays, selected; Carlyle, Boswell's Life of Johnson or Essay on Burns; Churchill, Richard Carvel or The Crisis or The Crossing or Mr. Crewe's Career or Coniston; Dixon, Comrades; Faber, Bethlehem; Feeney, How To Get On; Ford, The Honorable Peter Stirling; Grant, Personal Memoirs; Howells, The Rise of Silas Lapham; Johnston, Lewis Rand; Luby, The Vandal; Lucas, At the Parting of the Ways; Lytton, What'll He Do With It? or The Last of the Barons; Macaulay, Essay on Warren Hastings or Essay on Addison or Essay on Goldsmith; Maher, The Shepherd of the North; Mitchell, Hugh Wynne; Moore, Melodies; Newman, Callista; O'Meara, Life of Frederic Ozanam; O'Reilly, True Men as We Need Them; Palgrave, Golden Treasury, Book IV; Parsons, Some Lies and Errors in History; Reade, Hard Cash; Sheehan, Glenannaar; Sherman, Memoirs; Smith, F. H., The Fortunes of Oliver Horn or Peter; Stevenson, Dr. Jekyll and Mr. Hyde; Tennyson, Selections; Vaughan, From Earth to Heaven; Webster, Adams and Jefferson.

FRENCH

French I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the classroom; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems; Chardenal's French Course; Mariet, *La Tache du Petit Pierce*; Ventura, Peppino.

French II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's French Course. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*. De Maistre's *La Jeune Siberienne*.

French III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of selected portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halevy, *L' Abbe Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

GENERAL SCIENCE

The Earth and Its Neighbors. The planet Earth. The Gifts of the Sun to the Earth. The Earth's Crust. Atmosphere of the Earth. Live Part of the Earth. Life of the Earth as Related to Physical Conditions.

The Sea. Coast Lines. Water Sculpture. Ice and Wind Sculptures. High Areas of the Earth. Low Areas of the Earth.

Text: Snyder's General Science. Four Hours per week with Experiments.

GERMAN

German I (Elementary)

Bacon's New German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

German II (Elementary)

Bacon's New German Grammar. The reading of easy stories and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages, continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Reading: Bacon's *Im Vaterland*.

German III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs; the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings: Auerbach's *Brigitta*, Eishendorf, *Aus dem Leben eines Taugenichts*.

GREEK

Greek I

Constant drill in the inflectional forms, the use of the accents in reading and writing Greek, and the elementary principles of Greek syntax. Daily exercises, oral and written, are assigned throughout the year in order to enable the student to master once and for all the essentials of etymology and to acquire a working vocabulary preparatory to the reading of Xenophon. White's First Greek Book.

Greek II

First Semester: Review of the more difficult and unusual inflections; verbs in mi. irregular verbs and the syntax of independent sentences. Xenophon's Anabasis, Book I. Connell's Greek Prose Composition. Exercises 1 to 27.

Second Semester: Moods in dependent sentences. Anabasis, Book II. Gleason's Greek Prose Composition, Exercises 28 to 50.

Greek III

First Semester: Syntax completed: Anabasis, Books III and IV; translation into Greek of simple continuous prose based on Xenophon; Pearson's Greek Prose Composition.

Second Semester: Homeric forms, constructions and idioms, prosody; syntax of the verb reviewed; Homer's Iliad, Books I and II; Pearson's Greek Prose Composition, Numbers 274-280; 403-415 included.

HISTORY

History I (Ancient)

First Semester: Oriental and Greek History; mankind before the Deluge; the Oriental nations. (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its prehistoric civilization; historical period of their greatness (Athens and Sparta. Persian and Peloponesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second Semester—Roman History: The Romans, their land and its peoples; Legendary history; the Republican Constitution; struggle between the Patricians and Plebeians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; Rise of Mohammedanism. Text: Betten's Ancient World.

History II (Medieval and Modern)

First Semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth. The Thirty Years' War.

Second Semester: The reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; The March of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; International Relations since 1871, The Great War. Text: Betten-Kaufman's Modern World.

History III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Muzzy's Political History of the United States.

History IV (Civics)

This course proceeds from a study of local government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's Government in the United States.

LATIN

Latin I

Inflection of nouns, pronouns, adjectives and verbs, and the principal case and mode uses of syntax are carefully studied. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. A working vocabulary of at least 600 words, selected for the most part with reference to the student's future reading, must be acquired during this year. Bennett's First Year Latin is the text-book used. In the first semester about thirty-five lessons are taken, and in the second semester the book is completed.

Latin II

First Semester: Review of inflectional forms, irregular verbs, syntax; Caesar's Gallic War I-III (two books); sight reading. Bennett's New Latin Composition, Part I, Exercises 1 to 15. Bennett's Grammar, syntax involved in the Exercises in composition.

Second Semester: Caesar, Books IV and V; sight reading. Bennett's Composition, Exercises 15 to 27, and corresponding syntax.

Latin III

First Semester: Cicero's Orations against Catiline, I and III; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 1 to 16; syntax involved in the Exercises.

Second Semester: Cicero's On Old Age and selected Letters; Sallust's Catiline; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 16 to 30, and corresponding syntax.

Latin IV

First Semester: Cicero, Pro Archia and Pro Lege Manilia; Oration against Catiline IV for rapid reading; memorization of assigned passages. Composition, Bennett, Part III; topics of syntax involved in the Exercises.

Second Semester: Vergil, Aeneid, Books I and II; prosody, scansion; sight reading. Composition, Bennett, Part III, completed, and Supplementary Exercises in continued discourse.

MATHEMATICS

Algebra I (Elementary)

First Semester: Symbols, positive and negative numbers, fundamental definitions, equation problems, special products, factors, factoring applied to equations, highest common factor, lowest common multiple.

Second Semester: Fractions, simple and complex problems involving fractions, graphs, simultaneous linear equations, square root, cube root, quadratic surds, quadratic equations, ratio, proportion, general powers and roots, miscellaneous exercises. First Course in Algebra, Hawkes, Luby and Touton.

Algebra II (Intermediate)

Review of positive and negative quantities, fundamental operations, special products and factoring, fractions, simple equations, the remainder theorem, graphical representations, simultaneous linear equations, square root, cube root, binomial theorem, exponents, quadratic surds, quadratic equations including theory, graphs and problems, radicals, simultaneous quadratic equations including graphs and problems, ratio, proportion, variation, arithmetic and geometrical series. Second Course in Algebra, Hawkes, Luby and Touton.

Geometry I (Plane)

First Semester: Rectilinear figures, triangles, quadrilaterals, polygons, loci, theorems, original theorems, construction, similar triangles, concurrent lines of a triangle, theorems of inequality.

Text: Wentworth-Smith's Books I and II.

Second Semester: Circles, metrical relations, constructions, numerical computation, mensuration of polygons, comparison of areas, constructions, regular polygons, circles, inscription and circumscription, measurements of the circle. Text: Wentworth-Smith's Books III, IV and V.

Geometry II (Solid)

The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids. Text: Wentworth-Smith.

Trigonometry (Plane)

Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

Text: Wentworth. One semester.

PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with the standard apparatus and to train him in the methods of making and recording simpler physical measurements. First Semester: The mechanics of solids, liquids and gases, and heat. Second Semester: Sound, light and electricity.

Text: Millikan and Gale's First Course in Physics (revised edition). Laboratory manual: Millikan and Gale.

PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory, dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary circulation, etc.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Hough and Sedgwick's Elements of Physiology.

SPANISH

Spanish I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber*, *tener*, *estar*, *ser*, etc., and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation: frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' Spanish Grammar; Wilkins-Lauria, *Lecturas Faciles*.

Spanish II

Irregular verbs; syntax completed; daily composition, oral and written. Reading: Hills-Reinhardt's Spanish Short Stories; Alarcon's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harrison's Spanish Commercial Reader.

ENROLLMENT 1920-1921

ACKEL, EDWARD S.	First Year	Phoenix, Arizona
ALLARD, WILLIAM R.	Second Year	Denver
ARMUTH, CHARLES C.	Second Year	Dalton, Nebraska
BANN, GERALD W.	Second Year	Camp Shumway
BARRY, EMMETT M.	Fourth Year	Denver
BENNETT, ALPHONSUS D.	First Year	Denver
BERG, THEODORE R.	First Year	Denver
BISCHOFBERGER, FERMAN F.	Freshman	Denver
BLANCHARD, EARL J.	Second Year	Denver
BOONE, DANIEL C.	First Year	New York City
BOYLE, LEO J.	First Year	Hershey, Nebraska
BOYLE, LEO PHILIP	First Year	Stratton, Nebraska
BOYLE, WILLIAM	Third Year	Crested Butte
BRADY, JOHN M.	First Year	Manitou
BREEN, MAURICE C.	First Year	Denver
BREHM, PAUL J.	Second Year	Denver
BRIDGES, FRANCIS J.	Second Year	Denver
BROPHY, DANIEL P.	Second Year	Wray
BROPHY, STEPHEN C.	Second Year	Wray
BROWNS, GERALD V.	First Year	Denver
BRYAN, WILLIAM J.	Fourth Year	Denver
BURKE, EDWARD J.	Fourth Year	Boulder
BURKE, ROBERT F.	Fourth Year	Boulder
BURNS, CHARLES T.	Fourth Year	Denver
CAHILL, T. JACK	Second Year	Cheyenne, Wyoming
CAMPBELL, JOHN R.	First Year	Denver
CANINO, JOHN G.	Third Year	Denver
CARLIN J. VINCENT	Third Year	Denver
CARLIN, THOMAS J.	Fourth Year	Denver
CAROLLO, JOHN A.	Second Year	Lava Hot Springs, Id.
CASEY, WALDO E.	Second Year	Denver
CHAMBERS, JOSEPH W.	First Year	Denver
CHARLTON, HUGH H.	Third Year	Manitou
CLOCKER, EDWARD G.	Second Year	Denver
COFFIN, GEORGE W., Jr.	Third Year	Denver
COFFIN, HARRY P.	First Year	Denver
COFFIN, RAYMOND F.	Second Year	Denver
COLLOPY, WILLIAM A.	Third Year	Scottsbluff, Nebraska
COMPTON, KENNETH J.	Second Year	Boulder
CONWAY, FRANKLIN E.	Second Year	Denver
CRAVEN, JOSEPH A., Jr.	Sophomore	New Orleans, Louisiana
CROSS, GEORGE H., Jr.	Fourth Year	Douglas, Wyoming
CULHANE, FRANCIS A.	Fourth Year	Rockford, Illinois
CULLINAN, MURTAUGH P.	Third Year	Laredo, Texas
CURRY, JOHN J.	First Year	Tempe, Arizona
CURRY, MICHAEL E.	First Year	Tempe, Arizona
DALY, FRANCIS A.	First Year	Grand Junction
DALY, WILLIAM F.	First Year	Denver
DANOS, ARCHIE P.	Second Year	Denver
DARRINGTON, FRANCIS W.	Second Year	Denver
DE BACA, JOSE C.	Second Year	Las Vegas, N. Mex.
DERERING, THOMAS E.	Third Year	Denver
DERMODY, WALTER J.	First Year	Denver
DETTWYLER, RUDY	First Year	Casper, Wyoming
DEUTSCH, AUGUST	First Year	Denver
DICK, WILLIAM J.	First Year	Denver
DINNEN, JAMES C.	Second Year	Perry, Kansas
DOLAN, WILLIAM J.	Third Year	Buffalo, New York
DONEHUE, RUPERT H.	First Year	Denver

DONOVAN, LEO J., JR.	Third Year	Denver
DOOLING, JOSEPH J.	Freshman	Denver
DOUDS, ALEXANDER J.	Fourth Year	Denver
DOYLE, HARRY J.	Fourth Year	Denver
DOYLE, WALTER J.	Fourth Year	Denver
DRUMMEY, JOHN T.	Third Year	Denver
DULMAINE, LOUIS J.	Second Year	Denver
DUNN, DONALD F.	Fourth Year	Denver
DURKIN, BERNARD J.	First Year	Denver
DUTTON, FRANK J.	First Year	Denver
EARLEY, WILLIAM L.	Third Year	Denver
EGAN, JOHN F.*	Second Year	Denver
ELLARD, HUGH F.	Second Year	Spokane, Washington
FARRELL, FELIX F.	First Year	Denver
FINN, JAMES J.	Freshman	Denver
FISHER, BERNARD O.	First Year	Grand Junction
FISHER, WADE F.	Third Year	Denver
FITZGERALD, LAWRENCE T.	Second Year	Denver
FITZPATRICK, JAMES L.	Freshman	Denver
FITZSIMONS, BERNARD F.	Fourth Year	Colorado Springs
FLAVIN, DELMER M.	First Year	Denver
FLOOD, DANIEL J.	Second Year	Denver
FRASER, WILLIAM D.	Freshman	Denver
FRIEND, EDWARD W.	Third Year	Denver
GALLAGHER, J. EVERARD	Freshman	Denver
GARCIA, AMARANTE J.	First Year	Conejos
GARCIA, CELESTINO L.†	First Year	Antonito
GARCIA, JUAN M.	First Year	Magdalena, N. Mex.
GARRITY, WILLIAM J.	Second Year	Denver
GAUFF, WILLIAM G.	Second Year	Cheyenne, Wyoming
GEIGER, EDWARD T.	Third Year	Derby
GENTY, MILTON F.	Second Year	Denver
GIBBONS, JOHN M.	First Year	Crawford, Nebraska
GIFFORD, GEOFFREY L.	Third Year	Denver
GOEDERT, LEO C.	Second Year	Sutherland, Nebraska
GORMLEY, JAMES S.	Second Year	Grand Junction
GRACE, JAMES A.	Junior	Chico, California
GREEN, JAMES E.	Fourth Year	Denver
GRIEBLING, EARL J.	First Year	Denver
GRIFFIN, FRANCIS C.	First Year	Denver
GROSSMAN, DONALD T.	Second Year	Kress, Texas
GROTE, WALTER E.	Fourth Year	Denver
GUTIERREZ, JOSEPH S.	Second Year	San Francisco, Calif.
GUTIERREZ, RICHARD J.	Third Year	Mazatlan, Sin., Mexico
HAAS, CARLOS F.	Third Year	Mazatlan, Sin, Mexico
HAGGERTY, FRANCIS E.	First Year	Denver
HARNISH, FAY A.	Second Year	Cheyenne, Wyoming
HARRIS, ISAAC J.	Third Year	Mitchell, Nebraska
HILL, FRANCIS J.	First Year	Denver
HASKELL, CHARLES A.	Second Year	Denver
HAYES, NUMA V.	Fourth Year	Denver
HAZLETT, JOSEPH D.	Freshman	Creede
HEALY, JOHN F.	Fourth Year	Denver
HEATH, GEORGE J.	First Year	Denver
HENRY, J. FRANCIS	Fourth Year	Douglas, Wyoming
HIGGINS, GERALD I.	Fourth Year	Denver
HOBAN, LEO J.	First Year	Denver
HOLLAND, WILLIAM Y.	First Year	Denver
HOLLIS, GORDON F., Jr.	Second Year	Denver
HORAN, R. PAUL	Second Year	Denver
HOWARD, EUGENE B.	Junior	Denver

*Deceased Nov. 23, 1920.

†Deceased Jan. 11, 1921.

HOWARD, HENRY J.	Second Year	Denver
HUGHES, CLEMENT T.	Fourth Year	Omaha, Nebraska
HUPP, ROBERT J.	First Year	Denver
HURLEY, JOSEPH F.	First Year	Denver
HUSK, KENNETH R.	First Year	Los Angeles, California
HYNES, NORBERT J.	Second Year	Denver

KAIB, F. JOSEPH	First Year	Denver
KAVANAUGH, WILLIAM J.	First Year	Denver
KEATING, JOSEPH D.	First Year	Denver
KEATING, STEPHEN P.	Second Year	Denver
KEOUGH, WILLIAM J.	Second Year	Denver
KERNS, CHARLES A.	First Year	Denver
KEEFE, DANIEL Q.	Second Year	Denver
KEEFE, JOHN A., Jr.	Fourth Year	Denver
KEMME, CLARENCE H.	First Year	Denver
KENNEY, CLARENCE J.	Third Year	Denver
KILLIAN, EMMETT W.	Freshman	Colorado Springs
KIRBY, LEANDER R.	Third Year	Denver
KIRK, JAMES H.	Third Year	Denver
KLUGE, WILLIAM D.	Third Year	Palisade
KNIGHT, JOHN O'C.	Third Year	Denver
KNOPKE, FRANK J., Jr.	First Year	Denver
KOPP, CARL J.	Third Year	Clayton, Idaho
KROUTAK, PAUL P., Jr.	First Year	Pueblo
KUNITOMO, ANTHONY G.	Third Year	Denver

LAMPERT, JOSEPH J.	Second Year	Denver
LANDMAN, GEORGE P.	Second Year	Denver
LANDOVASO, MANUEL	Second Year	Magdalena, N. Mex.
LANE, JOSEPH F.	Second Year	Denver
LARCHE, ALBERT G.	First Year	Denver
LATIMER, HAROLD D.	Fourth Year	Denver
LAWLOR, THOMAS J.	Third Year	Denver
LEFAIVRE, WILLIAM E.	First Year	Denver
LEMIEUX, DELISLE A.	Sophomore	Denver
LEVAN, FRANCIS J.	Second Year	Denver
LINEHAN, GERALD A.	Fourth Year	Denver
LIST, BYRON H.	Second Year	Denver
LIEVSAY, JOHN O.	Second Year	Denver
LOMBARDI, DOMINIC C.	Fourth Year	Idaho Springs
LOWE, EDWIN P.	Second Year	Boulder
LUCERO, FILIBERTO E.	Second Year	Espanola, N. Mex.
LUCKENBACH, ROLF H.	Third Year	Denver
LUCY, ROBERT D.	Second Year	Denver
LUCY, SANFORD D.	Second Year	Denver

MADDEN, JOHN E.	Second Year	Denver
MAGINNIS, H. MARSHALL	Sophomore	Kimball, Nebraska
MAHEDY, WILLIAM P.	First Year	Pine Bluffs, Wyoming
MAHONEY, PHILIP J.	Freshman	Georgetown, Iowa
MALNATI, ARTHUR H.	First Year	Denver
MALONEY, JOHN W.	Second Year	Denver
MALONEY, MICHAEL J.	Second Year	Denver
MALONEY, THOMAS J.	Third Year	Denver
MARIETTA, PATSY F.	First Year	Denver
MARTIN, HUGH F.	First Year	Denver
MARTINEZ, PABLO	First Year	Santa Fe, N. Mex.
MASTROIANNI, SILVIO D.	Second Year	Denver
MAXWELL, JOSEPH M.	First Year	Denver
MELVIN, JOHN J.	Fourth Year	Martinsburg, Nebr.
MILLER, FRANCIS J.	First Year	Denver
MILLER, WILFRID R.	First Year	Cucharas
MILLS, ROBERT C.	Third Year	Gorham, Kansas
MINSKEY, JED J.	First Year	Akron
MITCHELL, MARTIN H.	Second Year	Denver
MOORE, RALPH E.	Second Year	Denver
MOSES, WALTER C.	First Year	Greeley

MULLINS, JOHN S.	Third Year	Denver
MURPHY, CORNELIUS	First Year	Hazletine
MURPHY, JOSEPH V.	Fourth Year	Denver
McANDRIES, MILES T.	Second Year	Denver
McAULIFFE, DANIEL P.	First Year	Sedalia
McAULIFFE, GERALD E.	First Year	Sedalia
McCADDON, GEORGE E.	Third Year	Denver
McCADDON, WILLIAM C.	First Year	Denver
McCARTHY, JOSEPH M.	Second Year	Denver
McCARTHY, HENRY G.	First Year	Denver
McCARTHY, MERVYN L.	First Year	Denver
McCARTHY, WILLIAM D.	Fourth Year	Denver
McCULLOUGH, JAMES N.	Third Year	Colorado Springs
McEAHERN, FRANCIS M.	Second Year	Denver
McGUIRE, HARRY A.	Fourth Year	Denver
McKONE, ARTHUR T.	First Year	Denver
McNAMARA, GEORGE P.	First Year	Denver
McNAMARA, THOMAS P.	First Year	Denver
McNAUGHTON, DANIEL J.	First Year	Denver
McSHANE, J. WARNER	First Year	Encampment, Wyoming
NESBITT, FRANCIS L.	Second Year	Rocky Ford
NEWELL, JOHN T.	Fourth Year	Denver
O'BRIEN, ROBERT E.	First Year	Kansas City, Missouri
O'BYRNE, JOSEPH W.	First Year	Denver
O'FARRELL, CORNELIUS F.	Second Year	Denver
PALRANG, EDWIN F.	Third Year	Fort Lyon
PATTERSON, J. HARRIS	Junior	Tempe, Arizona
PEERY, DANIEL J.	First Year	Denver
PELLEGRINO, CHRIS	First Year	Berwind
PENA, FRANK A.	First Year	Alamosa
PETROS, ANDREW P.	First Year	Pueblo
PINELLI, LOUIS A.	Third Year	Denver
PRINSTER, CLARENCE F.	Second Year	La Junta
PURCELL, FRANCIS A.	First Year	Casper, Wyoming
PURCELL, WILLIAM M.	Third Year	Denver
PYLE, GEORGE H.	Second Year	Denver
RAY, VINCENT	Third Year	Kokomo, Indiana
RICE, HAREN J.	Third Year	Laramie, Wyoming
ROGERS, THOMAS P.	Third Year	Denver
ROHE, HARRY R.	Fourth Year	Denver
ROHE, ROBERT E.	First Year	Denver
ROSENWIRTH, GEORGE F.	First Year	Denver
RUTHERFORD, JOHN E.	Second Year	Boulder
RYAN, DANIEL J.	First Year	Denver
RYAN, JOHN E.	Fourth Year	Pantano, Arizona
SABINE, DUCEY J.	Third Year	Denver
SABINE, FRANK M.	Freshman	Pueblo
SANCHEZ, AMBROSIO	Second Year	Magdalena, N. Mex.
SANCHEZ, EUSTACIO	Second Year	Magdalena, N. Mex.
SCANNELL, TIMOTHY F.	Third Year	Denver
SCHILLING, JOHN E.	Fourth Year	Denver
SCOTT, WILLIAM J.	First Year	Denver
SEEP, ALBERT E.	Third Year	Denver
SHAW, CARLOS C.	Second Year	Denver
SHEA, MURT E.	Third Year	Shepherd, Montana
SHEARER, MARTIN	Fourth Year	Denver
SHEEHY, JOHN R.	First Year	Phoenix, Arizona
SIMMONS, LOUIS R.	First Year	Denver
SMITH, HAROLD P.	Freshman	Denver
SPITZER, SEVERIN G.	Third Year	Sterling
SPRINGER, GEORGE W.	First Year	Denver
STANSELL, BARON C.	First Year	Denver
STANTON, GEORGE A.	First Year	Toyah, Texas

STEMMLER, GEORGE M.	Second Year	Denver
STEVENS, LEO I.	First Year	Denver
STODGHILL, THOMAS T.	First Year	Denver
STREITENBERGER, GEORGE F.	Third Year	Denver
STROMBERGER, HERMAN G.	First Year	Denver
SULLIVAN, JOHN J.	First Year	Denver
SULLIVAN, JOHN M.	Second Year	Denver
SULLIVAN, ROBERT J.	First Year	Denver
SWIGERT, LEONARD J.	Fourth Year	Denver
TARABINO, PETER M.	Freshman	Trinidad
TERPENING, FRANCIS D.	Second Year	Montrose
TOBIN, FRANCIS E.	First Year	Denver
TOMEQ, ANTHONY C.	First Year	Frederick
TONER, JOHN F.	Third Year	Denver
VANCE, EDWARD G.	Fourth Year	Denver
VAN DUSEN, WILLIAM I.	Fourth Year	Denver
VASTINE, LOUIS W.	Second Year	Antioch, Nebraska
VEGA, PEDRO J.	Fourth Year	Ahome, Sinaloa, Mex.
VITRY, SIDNEY J.	Second Year	Denver
VURPILLAT, RAYMOND J.	Fourth Year	Logansport, Indiana
WAIT, THOMAS PERRY	Third Year	Pueblo
WALSH, JOSEPH P.	First Year	Cheyenne, Wyoming
WALSH, STEPHEN J.	Third Year	Pueblo
WEYNA, GEORGE G.	Second Year	Denver
WILSON, DONALD B.	Second Year	Denver
WINCHELL, PHILO C.	Fourth Year	Ouray
WINTER, OTTO F.	First Year	Denver
WOBIDO, WILLIAM J.	Fourth Year	Denver
WOEBER, EDWARD M.	Fourth Year	Denver
WOLF, JOHN B., Jr.	First Year	Grand Junction
WORLAND, HAROLD P.	Fourth Year	Denver
ZADRA, EDWARD T.	Fourth Year	Glenwood Springs
ZALETA, RUPERT C.	First Year	Tampico, Mexico
ZARLENGO, ANTHONY F.	Fourth Year	Denver

281

AWARD OF MEDALS and PRIZES 1920-21

THE MONAGHAN MEDAL

For the Best Paper on Christian Evidences
was won by

JAMES A. GRACE

Next in Merit: DELISLE A. LEMIEUX

Founder of the Medal: Dr. Daniel G. Monaghan, Denver, Colo.

THE SULLIVAN MEDAL

For the Best English Essay, Collegiate
was won by

JOSEPH A. CRAVEN

Next in Merit: EUGENE B. HOWARD

Founder of the Medal: Mr. Dennis Sullivan, Denver, Colo.

THE NICHOLS MEDAL

For Excellence in Elocution, Senior Division
was won by

HARRY A. McGUIRE

Next in Merit: R. PAUL HORAN

Founder of the Medal: Mr. J. Hervey Nichols, Denver, Colo.

THE CONNOR MEDAL

For Excellence in Elocution, Junior Division
was won by

T. PERRY WAIT

Next in Merit: ROBERT J. SULLIVAN

Founder of the Medal: Mrs. M. J. Lamb, Chicago, Ill.

THE DARLEY PRIZE

A cash prize of fifty dollars, for the best general presentation of
matter in Public Debate
was won by

HARRY A. McGUIRE

Next in Merit: JOSEPH A. CRAVEN, JR.

Rev. Humphrey V. Darley, Capt. U. S. A., Manila, P. I.

THE HIBERNIAN MEDAL

For the Best Essay on Irish History
was won by

ARCHIE A. DANOS

Next in Merit: EMMETT M. BARRY

Donor of the Medal: The Ancient Order of Hibernians,
Denver, Colo.

CLASS MEDALS

The Gold Medal for the Highest General Average in the Fourth
Year of High School

was won by

ANTHONY F. ZARLENGO

Next in Merit: GERALD A. LINEHAN

Donor of the Medal: The Alumni Association.

In the Third Year of High School, Division "A", the Medal
was won by

EARL J. KENNEY

Next in Merit: GEORGE STREITENBERGER

Donor of the Medal: Rev. Joseph Desaulniers, Littleton, Colo.

In Division "B" of the same Year
the medal was won by

JOHN F. TONER

Next in Merit: LEO J. DONOVAN

In Second Year, Division "A"
by

EDWARD G. CLOCKER

Next in Merit: NORBERT J. HYNES

In Second Year, Division "B"
by

CHRIS PELLEGRINO

Next in Merit: CLARENCE KEMME

In First Year, Division "A"
by

FRANK J. KNOPKE

Next in Merit: FELIX F. FARRELL

HONOR STUDENTS, 1920, 1921

First Honors are merited by those students whose average for the year is not less than 90%. Second Honors, by those whose average does not fall below 85%.

FIRST HONORS

Anthony F. Zarlengo

Earl J. Kenney
John F. Toner

Edward Clocker
Norbert Hynes
Michael Maloney

Chris Pellegrino
Frank J. Knopke

SECOND HONORS

James A. Grace
James Fitzpatrick
Philip Mahoney
Harry Doyle

Gerald A. Linehan
Pedro J. Vega
John E. Schilling
Harry A. McGuire
Donald V. Dunn
Edward M. Woeber

George Streitenberger
Archie A. Danos
T. Perry Wait
Geoffrey Gifford
Thomas Rogers
Louis Vastine
William Purcell
Leo J. Donovan

Jose C. DeBaca
R. Paul Horan
Charles Haskell
Joseph Lane
Daniel P. Brophy
Louis J. Dulmaine

Clarence Kemme
John Sheehy
Bernard Fisher
Felix F. Farrell
Francis Hill
Francis Purcell
Mervyn McCarthy

DIPLOMAS OF GRADUATION FROM THE HIGH
SCHOOL WERE CONFERRED UPON:

Emmett Michael Barry	Gerald Aloysius Linehan
William Joseph Bryan	Dominic Thomas Lombardi
Robert Francis Burke	William Dennis McCarthy
Alexander Leary Douds	Harry Aloysius McGuire
Henry James Doyle	Joseph Valentine Murphy
Donald Francis Dunn	John Tany Newell
Bernard Francis FitzSimons	Henry Russell Rohe
Numa Vidal Hayes	John Edward Schilling
John Francis Healy	Martin Francis Shearer
John Francis Henry	John Leonard Swigert
Gerald Ignatius Higgins	William Ignatius Van Dusen
Clement Thomas Hughes	Pedro Jovito Vega
John Aloysius Keefe	Philo Curry Winchell
Harold David Latimer	Edward Martin Woeber
Anthony Frank Zarlengo	

CERTIFICATES FOR COMPLETION OF THE
COMMERCIAL COURSE WERE
MERITED BY:

Walter Edward Grote	Raymond Joseph Vurpillat
---------------------	--------------------------

THIRTY-THIRD ANNUAL COMMENCEMENT

WEDNESDAY, JUNE 15, 8:15 P. M.

COLLEGE AUDITORIUM

PROGRAM

Overture—"Raymond"*Thomas*
COLLEGE ORCHESTRA

INTRODUCTORY.....THE REV. PRESIDENT
"Adoration"*Borowski*
COLLEGE ORCHESTRA

AWARDING OF HIGH SCHOOL DIPLOMAS.

Polish Dance*Thoma*
COLLEGE ORCHESTRA

ADDRESS TO THE GRADUATES

REV. WM. F. ROBISON, S.J., PH.D
PRESIDENT ST. LOUIS UNIVERSITY

Berceuse*Friml*
COLLEGE ORCHESTRA

AWARDING OF SPECIAL PRIZES.

AWARDING OF CLASS MEDALS.

Hungarian Dance No. 5.....*Brahms*

GREETINGS FROM THE ALUMNI

REV. HUGH L. McMENAMIN, '97

March—"Winning Fight".....

ACKNOWLEDGMENTS

The College like all private institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work and it trusts to their generosity and their zeal for the higher things of individual and national life for assistance in bringing desired improvements to a successful issue.

The President and Faculty wish to express their thanks for the kindly spirit manifested by those who are active in forwarding the interest of the college. In particular grateful acknowledgement is made for the following donations:

SCIENCE DEPARTMENT

- MR. CORNELIUS S. MURPHY, Brighton, Colo.—Indian Relics.
MR. H. P. HYND, Cheyenne, Wyo.—Generous Donation for the Scientific Department.
MR. G. BANKERT, Del Norte, Colo.—Commercial Transformer.
REV. G. TORREND, Bahia, Brazil—Collection of rare minerals.
MR. RAYMOND SULLIVAN, Denver, Colo.—Anatomical Specimens.
MRS. A. S. BOWEN, Denver, Colo.—Fifty-five volumes and valuable apparatus for the Biological Laboratory.
MR. PEDRO VEGA and MR. FERMAN BISCHOFBERGER—Rare Biological Specimens.
CLASS IN HIGH SCHOOL PHYSICS—Installation of wireless telephone equipment.

THE LIBRARY

- “Historic Mackinac”, two vols., by Edwin O. Wood, LL. D.—Presented by Rt. Rev. Mgr. Frank A. O’Brien, LL. D.
“The Grand Canon of the Colorado,” by John C. VanDyke—Presented by S. A. Fisher, 1330 Bannock St., Denver, Colo.
“Through the Grand Canon from Wyoming to Mexico,” by Ellsworth L. Kolb—Presented by S. A. Fisher, 1330 Bannock St., Denver, Colo.
“The Glories of Ireland,” by Jos. Dunn, Ph. D., and P. J. Lennox, Litt. D.—Presented by National Bureau of Information, Friends of Irish Freedom, Munsey Bldg., Washington, D. C.

"Costume of Prelates of the Catholic Church," by the Rev. John A. Nainfa, SS., Professor of Church History and Liturgy, St. Mary's Seminary, Baltimore, Md.—Presented by Rt. Rev. Patrick A. McGovern, D. D., Bishop of Cheyenne, Wyo.

"A Memorial of Andrew J. Shipman," by Conde B. Pallen, Ph. D., LL. D.—Presented by the Publishers, Encyclopedia Press, Inc., 23 E. 41st St., New York City.

The President and Faculty also wish to acknowledge with thanks contributions to the Library from the following:

Allyn & Bacon.	Department of the Interior.
American Book Company.	Ginn & Company.
Bureau of Mines, Colorado.	Heath & Company.
Bureau of Standards, U. S.	Houghton Mifflin Pub. Com-
Bureau of Education, U. S.	pany.
Catholic Education Associa-	Library of Congress.
tion	State Geological Survey.
Charles E. Merrill Company.	U. S. Treasury Department.
Civil Service Commission.	U. S. Geological Survey.
Department of Agriculture.	U. S. Census Bureau.
U. S.	War Department.
Department of Commerce and	
Labor.	

American Association for International Conciliation.

Bulletins from various Colleges and Universities.

INDEX

Acknowledgements	89
Administration	4-57
Admission, method of.....	22-24
Admission, requirements.....	61
Attendance	9
Award of Medals and Prizes, 1920-1921.....	84
Calendar	3
Courses and Departments.....	36-79
Degrees	30
Discipline	12
Enrollment, 1920-1921.....	79
Examinations	15
Expenses	18
General Information	5
Graduates, High School.....	87
Honors and Prizes.....	20
Honor Students, 1920-1921.....	86
Requirements for Graduation.....	31
Reports	16
Schedules	64
Scope of Preparatory Work.....	26
Student Organizations.....	55
Vacations	14

